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ABSTRACT

The purpose of this manual is to provide teachers in an economically depressed rural school system with methods and techniques for implementing five mandated programs--career, character, consumer, alcohol and drug, and environmental education into the ongoing curriculum of the schools. Unit outlines are provided for each grade level from kindergarten through grade 12. Suggested reading and activities are included in each unit as well as the objectives of each subject area. The teacher is expected to teach two units assigned to her or his grade level and is free to include any other unit. Emphasis is on career choices and vocational training at the secondary education level. Available resources for implementing this program are listed, including suggested reading and audiovisual materials. (JD)

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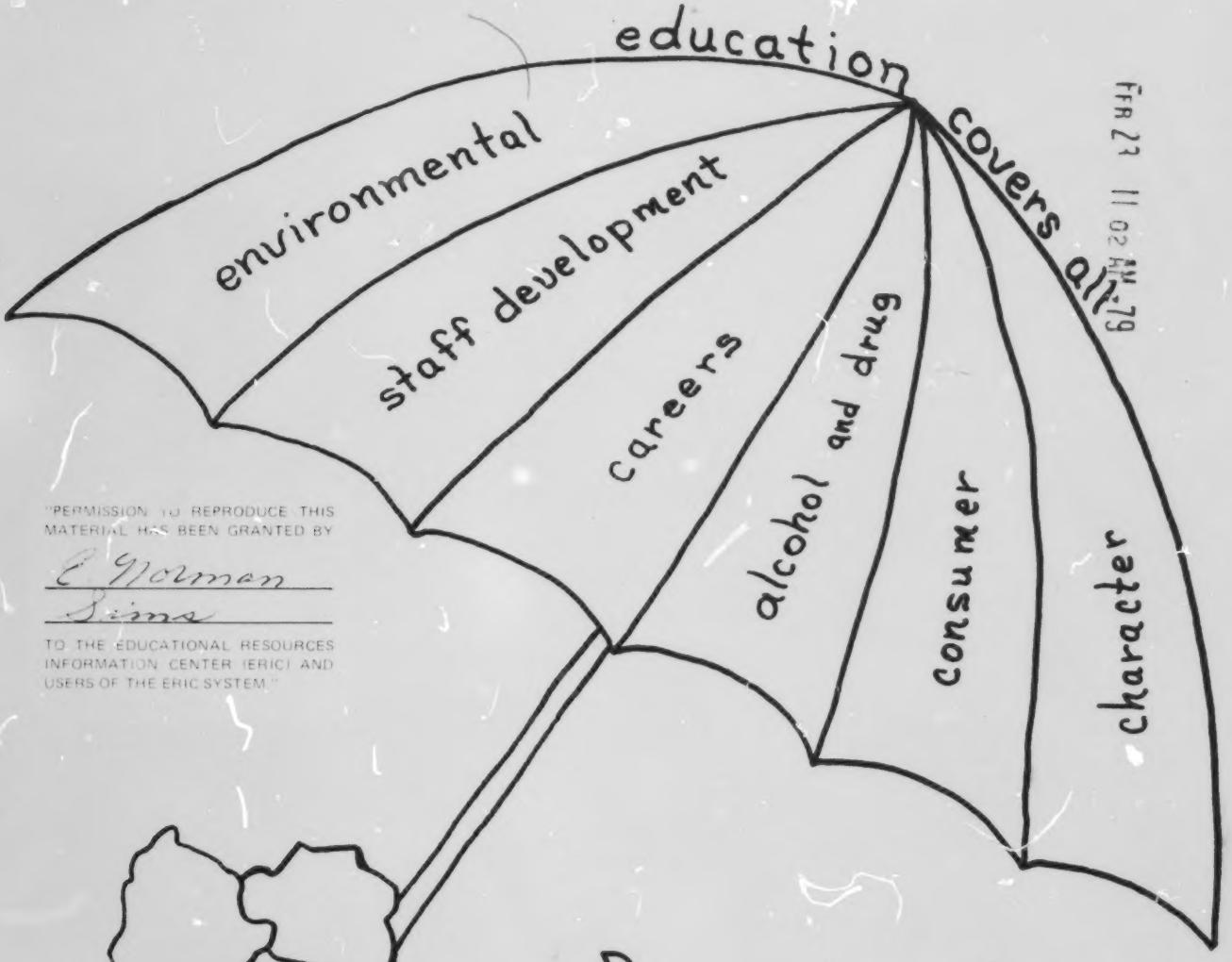

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educators guide

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PREFACE

The purpose of this manual is to provide teachers with practical methods and techniques for implementating the five mandated programs - Career, Character, Consumer, Alcohol & Drug, and Environmental Education - as well as Staff Development processes into the on-going curriculum of the Knox County Schools. Its main purpose is to show how the mandated programs and Staff Development can be taught in one and the same teaching unit.

It is sincerely hoped that the processes and activities described herein will be useful to the Knox County teachers, as well as others who are implementating the concept of the Integrated Unit Construction.

This manual is an outgrowth of a workshop consisting of forty-two teachers, a coordinator and special consultants, and with the assistance of Union College. Its contents are based upon units which were collected from teachers in all of the Knox County Schools. It is intended to be used by all Knox County teachers and to be an integrated part of the teacher/learning process.

This manual was developed by the following people:

KINDERGARTEN AND READINESS

Debbie Jones
Joetta Penn
Paula Mills

FIRST GRADE

Judy Dean
Kay Dixon
Jackie Frost
Donna Baker
Lynette Mills

SECOND GRADE

Pauline Hammons
Betty Gaddis
Claudia A. Gibson
Nancy Bargo
Yvonne Millward
Brenda Duricko

THIRD GRADE

Bertha Young
Glenna Ledford
Gloria Ramsey
Jeanne Daniels
Christine Smith

FOURTH GRADE

Nancy Stacy
Judy Jackson
Delois Phillips
Wanda Partin
Cheryl Partin
Ruby Hampton

5TH, 6TH, 7TH & 8TH GRADES

Calvin Johnson
Michael Hubbard
Charlotte Jeffers
Dennis Ray Jones
Dianne Mills
Nancy C. Hampton
Brenda Jones

SPECIAL EDUCATION

Bonnie Messer

LIBRARIANS

Joyce Cole
Druscilla Higgins

HIGH SCHOOL

Edd Goins
Lillie Surginer
Patsy Cole
John Dixon
Vianna Goins
Helen Baker
Vernice Jones

G. R. HAMPTON
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ELLIS CARNES

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KNOX COUNTY SCHOOLS

JAMES H. HAMPTON
SUPERINTENDENT
BARBOURVILLE, KENTUCKY 40906

To Whom It May Concern:

The Knox County Board of Education and the Administrative Staff heartily endorse the Integrated Unit Construction Project, which includes the five mandated programs and Staff Development and the plans for its use in the Knox County Schools. We are pleased with this project being developed by members of our staff and these programs being fused and integrated into the curriculum of our children.

Sincerely yours,

James Hampton

James H. Hampton
Superintendent
Knox County Schools

ACKNOWLEDGMENTS

The goal of the Knox County Board of Education is to integrate the mandated subject areas into one comprehensive program. To accomplish this was the joint effort of forty-two Knox County teachers. However, it could not have been done without the assistance of many other people.

A special thanks to the following people who helped in the development of this booklet: Avery and Lynn Stidham, Consultants from the Kentucky Valley Cooperative Educational Region XII, who worked with us; Mrs. Allie Mays for conducting and coordinating the class; Dr. Warren Robbins of Union College for his assistance in helping us to organize the class; the guest speakers: Mary Alice Lay, Harold Barton and Ed LeMaster from Union College; State Trooper Harold Bargo for furnishing the film; the principals from the various schools in Knox County; and Superintendent James H. Hampton and the members of the Knox County Board of Education.

EDUCATIONAL PHILOSOPHY

Knox County is located in the Appalachian Mountains of Southeastern Kentucky. It is predominantly a rural community with natural resources in farming and coal.

It consists of nine elementary schools and two high schools. A vocational school and a small private college are also located within our community. There are 291 certified personnel in Knox County School System with approximately 5616 students.

We, the teachers of Knox County, have adopted an overall attitude that school is a place where young men and women can develop physical, mental and emotional maturity. We, Knox County teachers, think that it is our responsibility to help each student cope with the needs and changes of a modern society. We are trying to instruct and equip our students in the knowledge and skills in Career, Consumer, Character, Environmental and Alcohol and Drug Education that will enable each of them to live a more satisfying life, raise standards of living, and system of values to all human life. Our schools are the most effective media to transmit this new knowledge, growing culture, skills and experience.

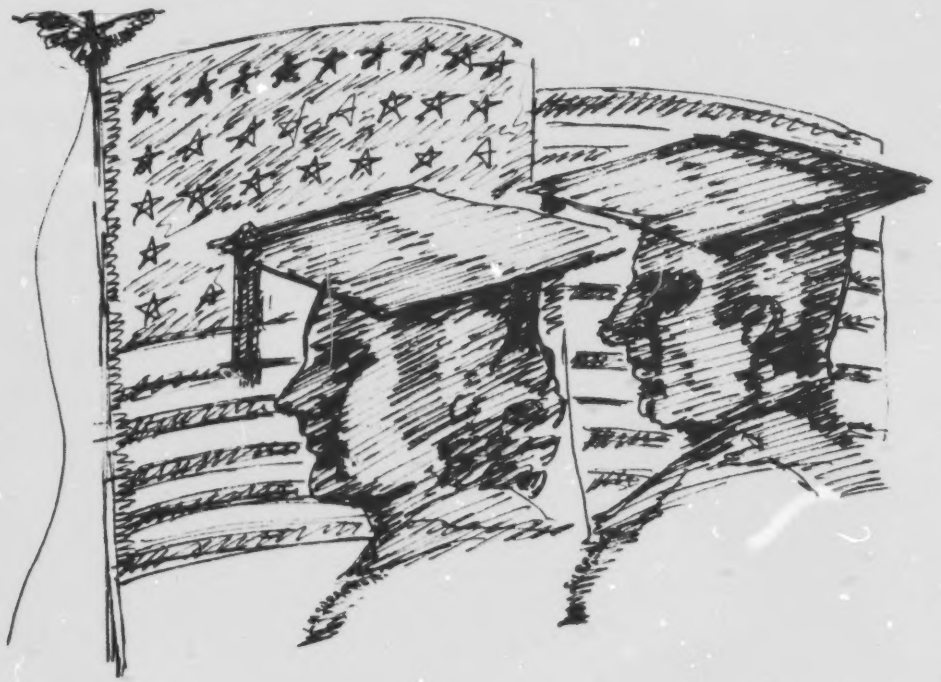
It is the function of the Knox County Schools to see that each student and each person is prepared to live as full a satisfied life as possible. We must teach the greatest good for the greatest number.

Our schools in Knox County have as a major objective the teaching of democratic citizenship which is our faith and way of life.

We feel that the teacher is the key to the teaching-learning situation and higher example in the classroom of good citizenship is extremely important.

We are very conscious of the fact that we live in an economic depressed area and that we must do even a better job of teaching than other areas of our country in order to lift our own standards of living and enable the students under our charge to earn a living and to meet the challenge of a fast changing world.

The school curriculum must be organized so that children can become aware of the world of work K-12. Students must become aware of their abilities and limitations. They should be educated toward the fact that all work is honorable and whatever profession that they choose should be done to the best of their ability. Above all, students must be taught respect for themselves and others so that responsible citizens are produced.



BASIC FACTS

A fact is a statement which can be proved or documented. The following facts are based upon records of the Knox County Schools:

1. The Knox County School district is primarily rural.
2. Approximately ninety-eight percent (98%) of Knox County students are transported to school, many riding for one-half hour or more.
3. Breakfast and lunch are served in all the schools.
4. Many students come from low income families.
5. The 1977-78 Census report showed a total school enrollment of 5616 students; 5571 Caucasians and 45 Negroes at the close of the year.
6. Approximately thirty-five percent (35%) of Knox County students who begin ninth grade drop out before completing high school.
7. Approximately thirty-three percent (33%) of all entering freshman are deficient in Math and English.
8. Approximately thirty-seven percent (37%) of all freshmen entering high school are reading on the sixth grade level or below.
9. Approximately fifteen percent (15%) of the high school students fail at least one or more courses before graduating.
10. Approximately twenty-nine percent (29%) of the high school graduates are college bound.

11. Approximately ninety percent (90%) of the Knox County students that enroll in college, complete the requirements for graduation.

12. Knox County has an average daily attendance of approximately ninety-two percent (92%).

13. Fifty percent (50%) of all 11th and 12th grade students attend the vocational school.

14. Approximately twenty-five percent (25%) of all Knox County seniors that take the ACT test, fall below the state average.

15. Approximately thirty percent (30%) of all graduating seniors in Knox County obtain jobs immediately after graduation.

16. Approximately thirty percent (30%) of all graduating seniors get married immediately after graduation.

17. According to the California Achievement Test which was given at the end of the 1977-78 School Year in all of Knox County elementary schools, the elementary children were achieving one or more years below grade level as shown in the subject and percent chart below:

Subjects by Priority Order	Public Schools - Grades 2	3	4	5	6	7	8
1. Reading	.284	.375	.460	.518	.514	.468	.540
2. Math	.176	.257	.413	.413	.511	.485	.551
3. Language Arts	.253	.379	.491	.539	.578	.500	.542

18. The ESEA Title I Program has identified the following concerns in our area - which are ranked according to the most pressing concern:

A. Inadequate reading development

B. Inadequate knowledge of Mathematics

C. Inadequate pre-school experience

D. Inadequate command of language

E. Cultural deprivation

ASSUMPTIONS

An assumption is a statement which is believed to be true but cannot be easily proved or documented. The following are basic assumptions written for the Knox County School System:

1. Many students are culturally deprived.
2. Many students have a very poor home environment.
3. Some of the students have negative self-concepts.
4. Few of the students are lacking in personal hygiene.
5. Some students do not realize the importance of physical fitness and good grooming habits.
6. Many students are not aware of the importance of making wise decisions.
7. Many students lack a sense of responsibility.
8. Some students lack respect for authority.
9. Some students drop out of school because of low reading ability.
10. Most students do not see any relationship between school and the world-of-work.
11. Most students do not possess the necessary job seeking skills.
12. Some seniors do not understand what is involved in going to college.
13. Some students do not understand the importance of money management and being a wise consumer.
14. Most students have a limited understanding of the American economy and how it operates.

15. Some students are deficient in social skills.
16. Many students need more opportunity to show their wealth as a person.
17. Too much emphasis is put on grades and testing, rather than what a child actually can get out of school.
18. Many students lack the awareness and a desire to protect and improve the quality of the environment which will be essential to survival in tomorrow's world.
19. Many students fail to realize that everybody within the school has specific responsibilities to fulfill.
20. Many students fail to realize that a person's character is the product of his attitudes, values, goals, objectives, ideals and habits which influence him to think, to feel, and to act in certain ways.
21. Some of the Seniors cannot correctly complete an application for post-secondary education or employment.

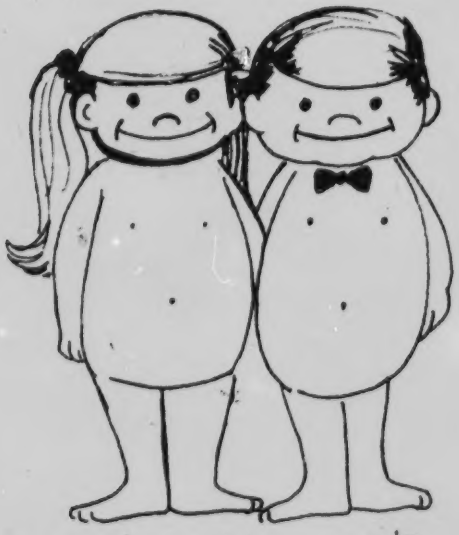
STUDENT NEEDS

A representative group of teachers from Knox County discussed the needs of students in our area. The needs that teachers felt were important to our students are listed below:

1. To relate the work in school to life situations; to have a reason for studying and learning.
2. To be taught self-discipline.
3. To develop a greater respect for authority.
4. To develop positive attitudes.
5. To develop self-confidence.
6. To be taught the value of money management and how to be a wise consumer.
7. To develop a better understanding of conservation, production and economics of natural resources.
8. To be taught how to protect and improve the quality of the environment which will be essential to tomorrow's world.
9. To develop pride in self, school and community.
10. To be exposed to more cultural activities.
11. To be able to adjust to failure and to accept constructive criticism.
12. To learn how to comprehend what they read.
13. To learn how to communicate verbally.
14. To develop leadership ability within peer groups.
15. To assume responsibilities.
16. To learn better listening and study skills.
17. To possess decision making skills.
18. To learn the value of honesty.

19. To be taught that the product of his/her attitudes, values, goals, objectives, ideals and habits which influences him/her to feel and act in certain ways determines his character.
20. To know more about personal hygience and to realize the importance of good grooming habits.
21. To adapt to the changing and varied conditions in their lives.
22. To have the necessary job seeking skills.
23. To possess the ability to interact appropriately with others.
24. To be taught respect for law and parental authority.
25. To develop high moral and ethical standards.

Happiness is....



knowing the 3 R's

ARTICULATION PLAN

The purpose of this plan is to aid the teacher in integrating the mandated programs in his/her classroom curriculum. Units have been assigned to each elementary grade level. The teacher is to teach two units assigned to his/her grade level and is free to include any other unit.

For high school, there is at least one unit for each department. The teacher may use this as an example or may fuse it into his/her instructional plans.

Any unit may be adapted to any other grade level or subject area.

Grade Level	Assigned Units
Kindergarten	Hospital Restaurant Zoo Home and Family Safety Factory Workers
First	Fire Department Health Department School Helpers Trees and Forest Drug Store Pets My Responsibilities My Community Who Am I The Doctor Our Community
Second	Postal Service Community Helpers General Store Money The Farm Clothing Transportation

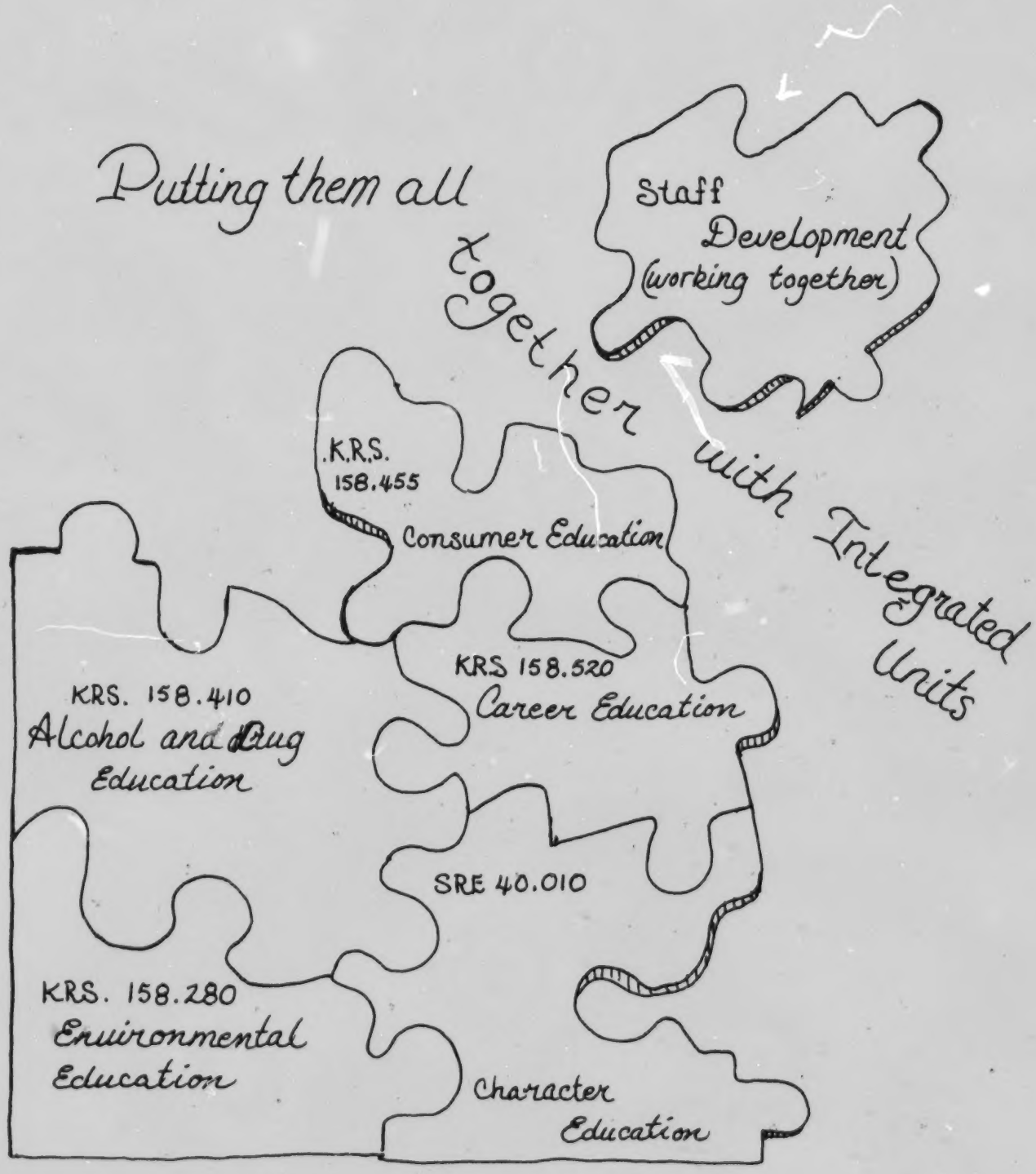
Grade Level	Assigned Units
Second	Newspaper
	Florist
	Cosmetology
	Bakery
	Theatre
Third	Railroad Workers
	Library
	Post Office
	Coal Mining
	The Dentist
	Law Enforcement
	School and Community Safety
	Meat Industry
	Land Transportation (Highway)
	Public Service Careers
Fourth	Farming
	Telephone
	Public Health
	Supermarket
	Energy Resources
	Construction
	Court House Officers
	Horticulture
	Gift Shop
	Aerospace
	Motel
	Classroom Mall
Fifth and Sixth	Textile Industry
	Recreation
	Fine Arts
	Teaching
	Transportation
	Environment
	Tourism
Seventh and Eighth	Communication
	Public Services
	Health Services
	Banking
	Carpentry
	Consumer and Homemaking
	Manufacturing

High School

Department

Art
Agriculture
Business Education
Distributive Education
Driver Education
English
Foreign Language
Home Economics
Industrial Arts
Mathematics
Music
Physical Education
Science
Social Studies

MANDATED PROGRAMS



ALCOHOL AND DRUG EDUCATION

It should be the goal of every teacher to educate every child as to the positive uses and the very real and dangerous misuses of drugs and alcohol. It is essential that educators recognize the inner problems which may erupt in alcoholism and drug abuse and educate the students to successfully deal with his problems.

Instruction on the effects of the use of alcohol and the use of alcohol and drugs and the problems which may result in the periodoc, habitual and chronic use, shall be conducted in elementary and secondary schools. This instruction can be integrated with the other mandated programs in any appropriate area of study.

CAREER EDUCATION

In a generic sense, career education consists of all the activities and experiences through which individuals prepare themselves for and engage in work - paid or unpaid - during their lives. It helps to make work - paid or unpaid - possible, meaningful and satisfying to each individual. Career education involves all students at all educational levels. It is learner-centered in goals, basic methodology and evaluation.

Career education is not a separate subject. It is to be fused and integrated into the regular classroom curriculum and to be viewed as an additional way of motivating students to learn and as an alternate classroom methodology for classroom use.

Career education is necessary from kindergarten through college. Work values, as part of one's personal value system, cannot be ignored during the elementary school years.

Career education is not just another educational fad. The call for Career Education has come from parents, students and general public and will not go away until it has been answered.

How can teachers get Career Education started in their school? First, by having a clear knowledge of the subject matter they are trying to teach; second, a basic list of career education concepts from which they can select; third, a knowledge of available community resources; fourth, ingenuity and creativity. When teachers are armed with these things, career education fused into the regular classroom situation offers them a means of using their abilities in ways that help students learn more through utilizing a variety of resources in addition to the usual textbooks.

CLUSTERS AND THEIR FUNCTIONS

Listed below are fifteen Career Clusters identified by the United States Office of Education. Various grade level units on Career Education are small topics which have been taken from these broad areas.

A. Agribusiness--concerned with all areas related to the production, buying and selling of agricultural products.

B. Business and Office--concerned with administering business policies and handling the paper work and information involved in running a business.

C. Communication and Media--concerned with the exchange of messages and ideas and the media through which these are exchanged such as radio, television, mail services, and newspapers.

D. Construction--concerned with erecting and maintaining structures such as homes, buildings, roads, bridges, etc.

E. Consumer Homemaking and Related Occupations--concerned with skills in food and clothing, child care, interior decorating and management of resources.

F. Fine Arts and Humanities--concerned primarily with the appreciation and understanding of mankind's ability to express and communicate thoughts and feelings. This field is composed of musical arts, visual arts, and literature.

G. Health Occupations--concerned with all aspects of preventing and conquering physical and mental disease and increasing man's life span.

H. Hospitality and Recreation--concerned with providing food, lodging, recreational facilities and activities for business and leisure such as motels, restaurants, camping areas, and parks.

I. Natural Resources and Environment--concerned with the planning, protection, and control of our natural resources and environment including such areas as pollution control, flood and erosion control, reforestation, and preservation of animal life.

J. Manufacturing--concerned with the mass production and processing of raw materials into consumer products such as machinery, apparel, chemicals and food.

K. Marine Science--concerned with the use of the ocean for shipping, commercial fishing, passenger service, and research and usage of water resources.

L. Marketing and Distribution--concerned with the processes involved in transferring goods from the producer to the consumer through wholesaling and retailing channels.

M. Personal Services--concerned with the services provided on an individual need and demand basis paid for directly by the individual consumer. These include barbers, beauticians, morticians, dry cleaning establishments, etc.

N. Public Service Occupations--concerned with services deemed a necessity by the public who pays for them by taxation. Government provides these public services such as law enforcement, fire protection, and sanitation.

O. Transportation--concerned with the movement of people and things for commercial, governmental, and private purposes.

CHARACTER EDUCATION

Character Education is the assimilation of numerous influences from the general climate or tone of the environment in which a person lives. Educational institutions, the home, church, school and government agencies seek to contribute to these influences which will assist a person in developing a positive and realistic self-image, respect and concern for others and decision-making skills to participate in civic and group affairs for the betterment of society.

We feel that every classroom teacher can "mesh" character education into every facet of the curriculum. We feel that the following poem explains the need for "meshing" character education with the total experience of every child:

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
He learns to condemn.
If a child lives with hostility,
He learns to fight.
If a child lives with ridicule,
He learns to be shy.
If a child lives with shame,
He learns to feel guilty.
If a child lives with encouragement,
He learns confidence.
If a child lives with praise,
He learns to appreciate.
If a child lives with fairness,
He learns justice.
If a child lives with security,
He learns to have faith.
If a child lives with approval,
He learns to like himself.
If a child lives with acceptance and friendship,
He learns to find love in the world.

--Dorothy Law Nolte

CONSUMER EDUCATION

"Consumer Education is a continuing process which incorporates basic concepts of economic principles and an understanding of one's rights and responsibilities as a consumer; it enables each student to clarify his/her own value system and develop sound decision-making skills based upon his/her values." [1]

The Consumer Education goals as identified by the Kentucky Department of Education are:

I. To function effectively as a consumer in the arena of the free enterprise system the pupil will
   (a) Understand the profit motive of the capitalistic free enterprise system.
   (b) Understand the revelance of economic principles to the achievement of personal economic competence.
   (c) Understand one's rights and responsibilities as both a consumer and as a producer.
   (d) Develop a sound decision-making process which takes into account the individual's own economic value system.
   (e) Utilize skills to solve new consumer problems as they arise.

II. To interact with the producer-distributor and derive mutual benefit, as consumers the pupils will be able to:
   (a) Evaluate and discriminate alternatives in the market place.

---

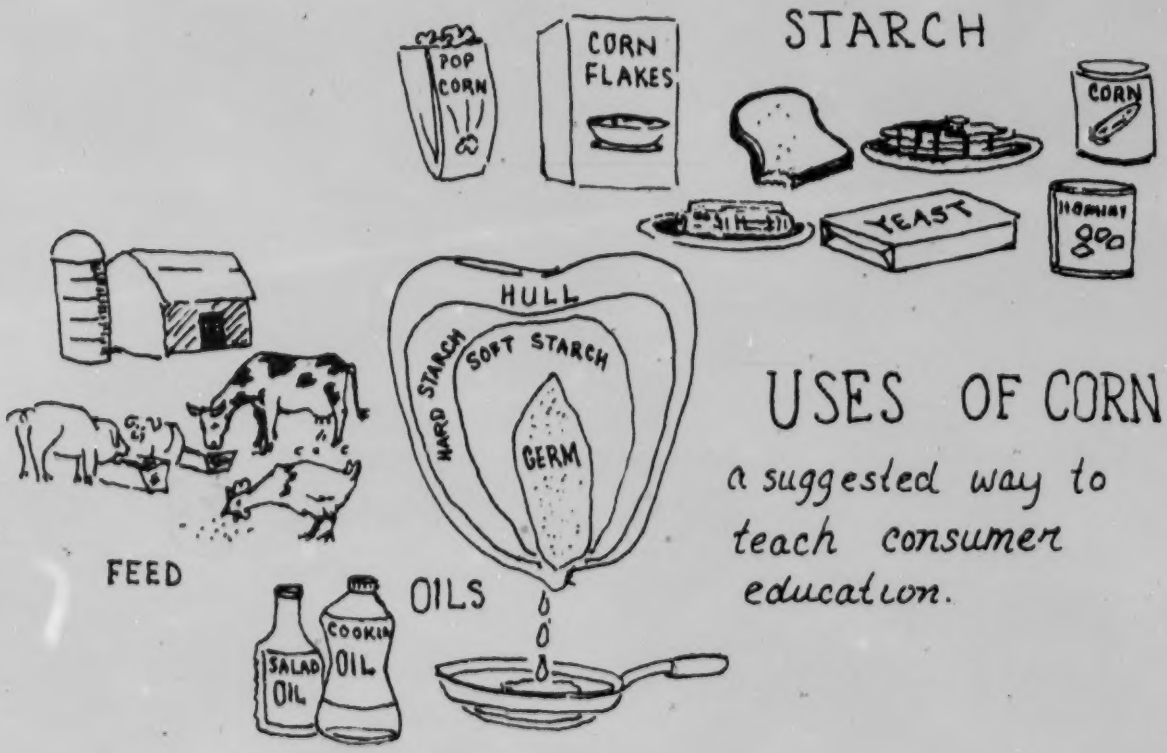
[1] Consumer Education Guidelines: Ky. Dept. of Educ. 1975 p. 1

(b) Recognize common fallacies which differentiate rational from emotional appeals in advertising and selling.

(c) Identify sources of information which can aid consumer decisions throughout life, such as advertisements, product labels and classified notices.

(d) Demonstrate skills in understanding and using various business forms which the consumer will likely meet in the common experiences of everyday life.

Every student is or will be a consumer. He needs the necessary knowledge to enable him to compare prices, warranties, guarantees and the rights and responsibilities of being a good consumer.



ENVIRONMENTAL EDUCATION

Environmental Education is teaching about man's environment and how he affects and is affected by the world around him. As a means of developing knowledgeable citizens of the future, teachers have the responsibility of teaching students the concepts they will need to function in the world of tomorrow. An awareness and a desire to protect and improve the quality of the environment will be essential to survival in tomorrow's world. Without the desire to improve the existing conditions, tomorrow's citizens will add to the already existing problems.

Education must carry a large share of the responsibility of creating awareness of the problems, motivation to find answers and a stimulus to work toward our goals.

By using environmental education, we as teachers make a positive choice for a new beginning and prove that we are striving to reach beyond the bonds of a structured classroom into an unlimited world of discovery and a positive hope for the future.

STAFF DEVELOPMENT

There seems to have been mistaken assumptions that upon graduation education is terminated. Ways must be found to break away from this false assumption and move toward a more versatile mode for education.

Never before in the long history of learning have those who are charged with the facilitating of learning faced a challenge as great as the teacher of today. Whether he or she moves from ivory towers to the ivy-decked conference room where doctoral candidates pursue truth in cloistered seminars or steps gingerly into the midst of 30 first graders in a rural elementary school, the teacher of today feels a constant threat that the knowledge upon which he builds may not be adequate for tomorrow.

The revolution in learning has shaken the sacred foundations of vital disciplines and from the rubble have come new concepts, new approaches and new theories. The only place in which a teacher can find security is in the midst of revolution. He must face for himself the truism that education never ceases; he must acknowledge his own need for growth; he must strive to keep abreast of swift currents of new knowledge, new methodology and new philosophies of education. His mandate as an educator is to grow, to learn what is new, to learn how to teach the new and to be himself dynamic in this dynamic society.

The role of the educational leader is to encourage the teacher's willing acceptance of his challenge. Well-planned, carefully implemented curriculum development and in-service training programs offer teachers the greatest opportunity for growth.

Away from the day-to-day pressures of the classroom, teachers can bring new excitement and imagination to the same kind of task which only adds to fatigue and frustration at the end of a long school day.

Working with peers, sharing problems and ideas in a professional effort for which they are to be rewarded, teachers gain new insights into their own roles, fresh perspectives toward learning and new understandings of their students' needs.

A professional staff caught up in the adventure of constant learning provides the best known model for student emulation. A continuous program of staff development is our most accessible tool for opening educational doors that have been closed to the changes that push with ever greater pressure upon us.

TECHNIQUES THAT CAN BE USED TO INFLUENCE THE MANDATED PROGRAMS

The following techniques have been demonstrated to assist teachers in the implementation of the various programs. They represent a part of the developmental process being introduced in kindergarten and continued through grade 12.

RESEARCH

Research is conducted by every child in every grade level. The amount and mode of research depends upon the individual child.

Research can be accomplished in many ways; written reports, interviews, films and filmstrips, recordings and tapes, books, charts, letters, magazines, newspapers, commercials, etc.

DISCUSSION

Discussion is a very useful tool in planning activities, problem solving, attitude and value clarification.

The teacher should create an aware, free and accepting atmosphere. The student should feel free to express his/her view in an appropriate manner. However, guidelines should be established before each session begins. Teacher lecture and child-teacher-child exchanges should be avoided.

LEARNING CENTERS

Learning centers are special areas designed for individual and small group activities. They can be used in a variety of

ways depending upon the teacher's purpose such as:

1. Total learning environment
2. Remedial work
3. Dull work
4. Interest activities
5. Enrichment activities

COMMUNITY RESOURCES

The community is an essential part of the educational program. The use of the community as a laboratory for learning can enhance the students awareness, exploration and preparation for the real world. Parents, businessmen and neighbors can be an excellent source of experiences for the children.

ROLE PLAYING

This provides opportunity for students to be involved in many situations. It can be used to let students carefully examine their interests, for motivation, discipline, etc. Role playing allows each student to be involved regardless of academic achievement and ability.

Example - A third grade class becoming an emergency room in a hospital with each child playing a specific role.

FIELD TRIPS

A field trip can be an excellent means of gathering information on a first-hand basis. It can be used as an initial or culminating activity. Field trips can open the community as a classroom. It can be a class trip, a small group or an individual. The field trip can be held in the school room (imaginary), the school building, the home, the neighborhood or out of the community.

I. The Purpose of a Field Trip

- A. To bring students into real-life situations.
- B. To create teaching situations for cultivating observation, keeness, discovery to encourage children to see and know the things about them.
- C. To supplement classroom instruction - to secure definite information for a specific unit.
- D. To verify previous information, class discussion, conclusions or individual experiments.
- E. To correlate classroom concepts and skill developments with realistic situations.

II. What Kind of Field Trips Should be Planned?

- A. Field trips can be as varied as the individual teacher.
- B. They may be limited to the school facility or as far ranging as the outside community.

III. Preparation

- A. Teacher Preparation

1. Make arrangements with the school authorities, the authorities at your destination, and the parents for consent to make the trip.
2. Teachers must accompany the children on school endorsed trips. KRS Section 161.185.

B. Pupil Preparation

1. Arouse pupil interest in the projected field trip.
2. Work out with the pupils the points to be observed during the trip and have the pupils do some research.
3. Set up standards for safety and behavior.

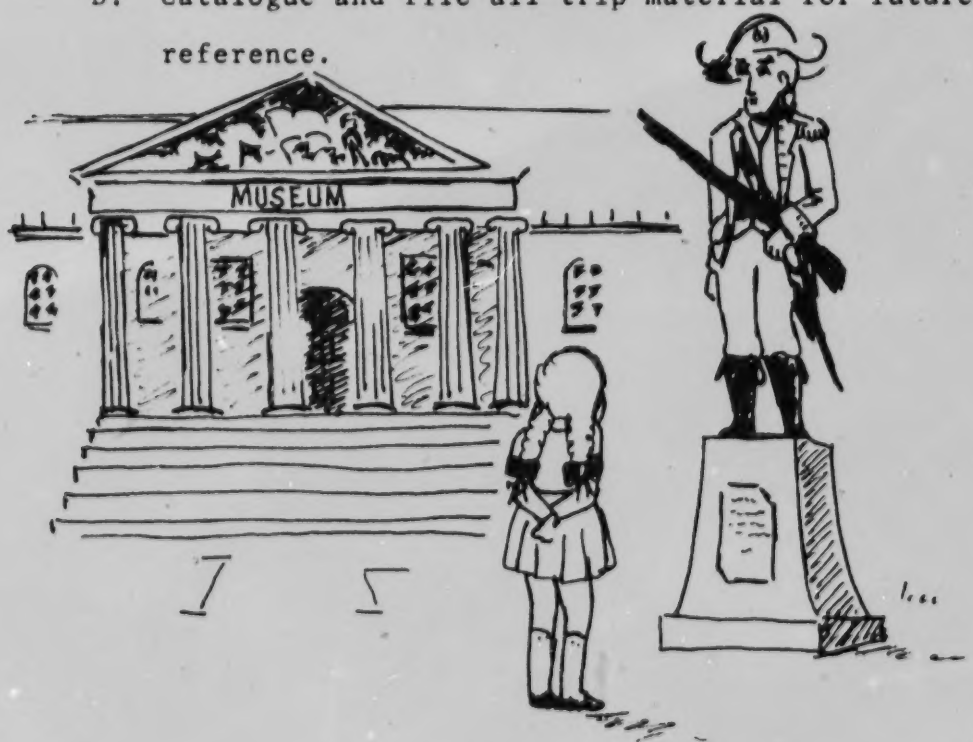
IV. Follow-Up

A. Hold class discussion and do follow-up activities.

B. Have reports by pupils on various phases.

C. Write "thank you" letter.

D. Catalogue and file all trip material for future reference.



INTERVIEWING

The interviewing process is an excellent means of research, inquiry, listening and communicating. It can be done by an entire class or an individual. All classes, even kindergarten, interview resource persons who visit with them or on field trips.

I. Preparation for an Interview
   - A. Contact interviewee and set up a definite time and place.
   - B. Inform the interviewee of the type of information requested.

II. Important Stages of Interview
   - A. Establish rapport
     1. Greet person to be interviewed in a friendly sincere manner.
     2. Start a pleasant conversation.
     3. Give interviewee time to be relazed in a new situation.

III. Data Collecting Rules
   - A. Ask only one question at a time and repeat question if necessary.
   - B. Listen carefully to the person's answer.
   - C. Avoid suggesting answers to questions.
   - D. Observe facial expressions, gestures and tone of voice.

E. Do not let any interview "drag".

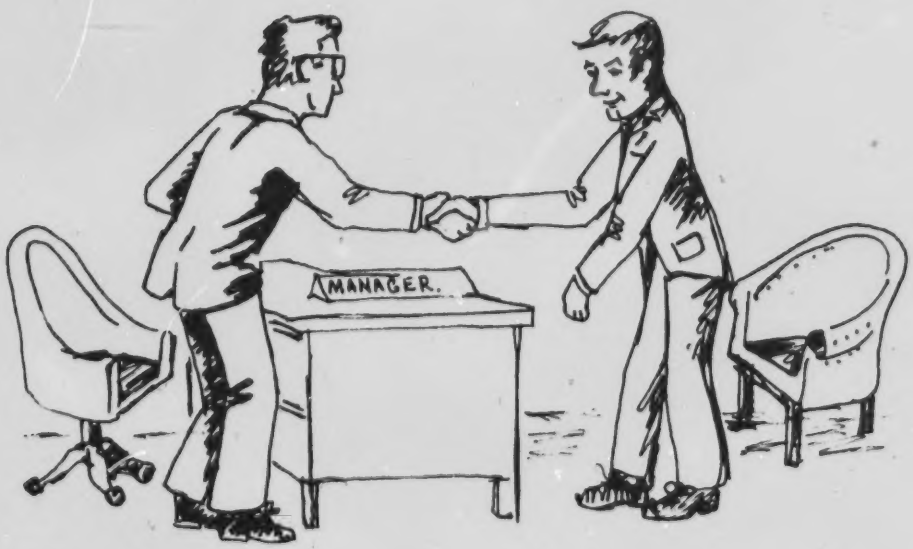
F. Maintain a neutral attitude with respect to controversial issues during the interview.

G. Use tact and skill in getting the subject back to the area of inquiry--when he has strayed from the original question.

IV. Follow-Up

A. Show appreciation for interview.

B. Write "thank you" letter or present a "certificate of thanks".



BULLETIN BOARDS AND VISUAL DISPLAYS

I. A bulletin board should have a purpose
   - A. To solve problems
   - B. To create interest
   - C. Display students' work
   - D. Give information
   - E. Manipulative
   - F. Add-on-materials

II. It should be related to the topic being studied

III. It should be changed frequently - must be timely and accurate

IV. The materials on the board should be neatly arranged.

V. There should be a heading.
   - A. It serves as a theme.
   - B. It serves to give the exhibit symmetry and balance.
   - C. It ties the display together.
   - D. All headings should be short, simple, clear and uniform.

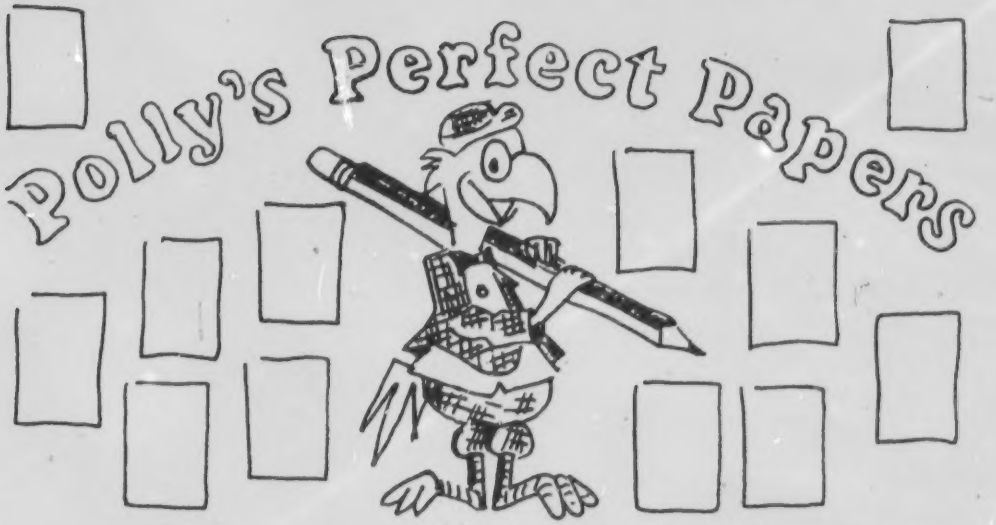
VI. The display should be artistically arranged.
   - A. Balanced - not out of balance
   - B. High contrast - not monotonous

EVEN PRO QUARTERBACKS USE MATH

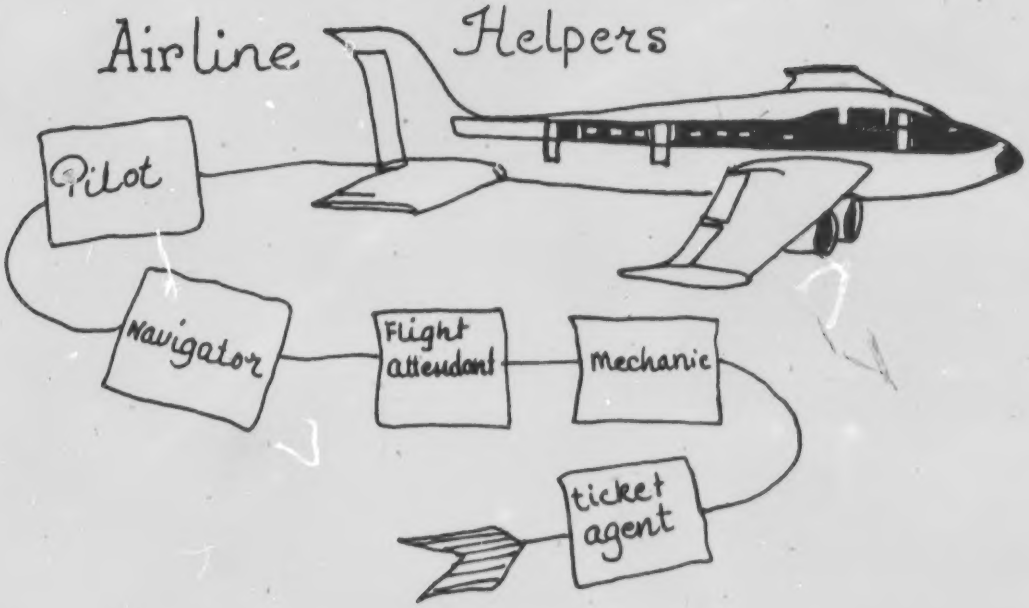
PROBLEM SOLVING BULLETIN BOARD

GUESS WHO?

creating Interest bulletin board.

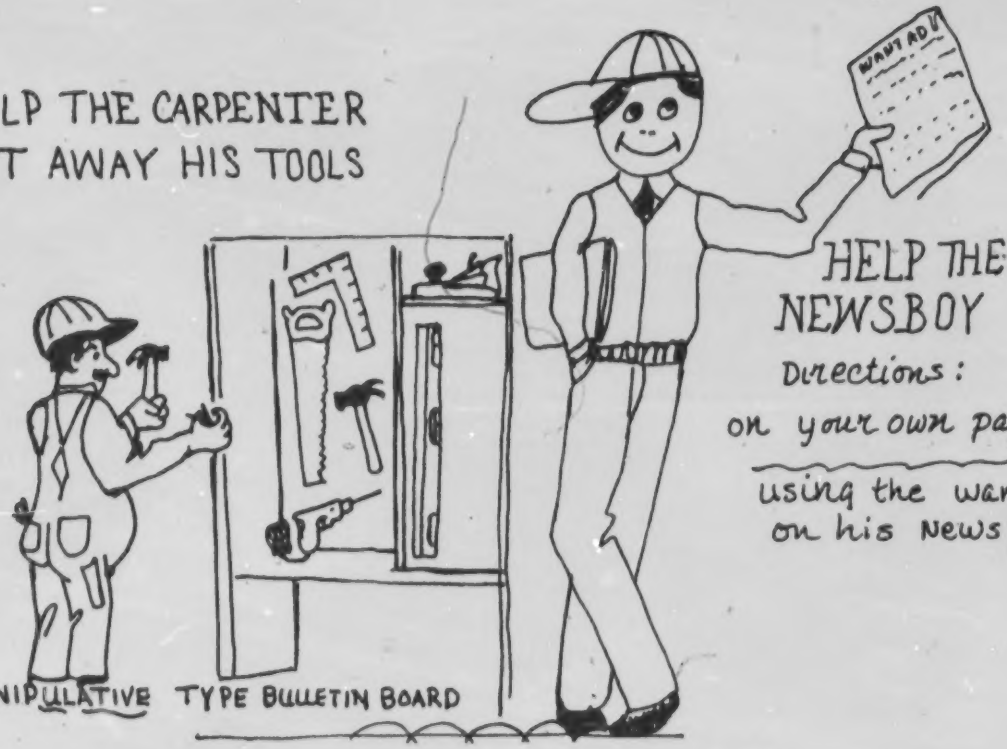


display students' work



An informative bulletin board.

HELP THE CARPENTER
PUT AWAY HIS TOOLS



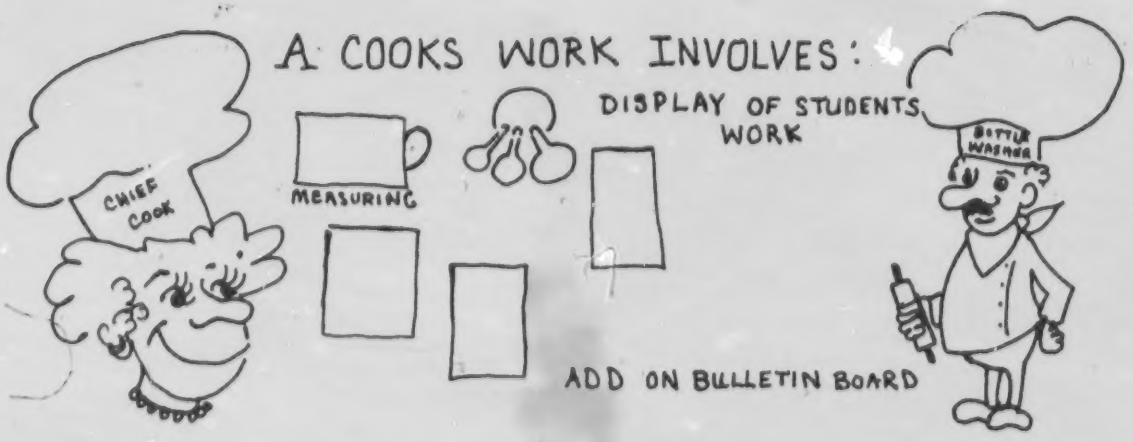
MANIPULATIVE TYPE BULLETIN BOARD

HELP THE NEWSBOY.

Directions:

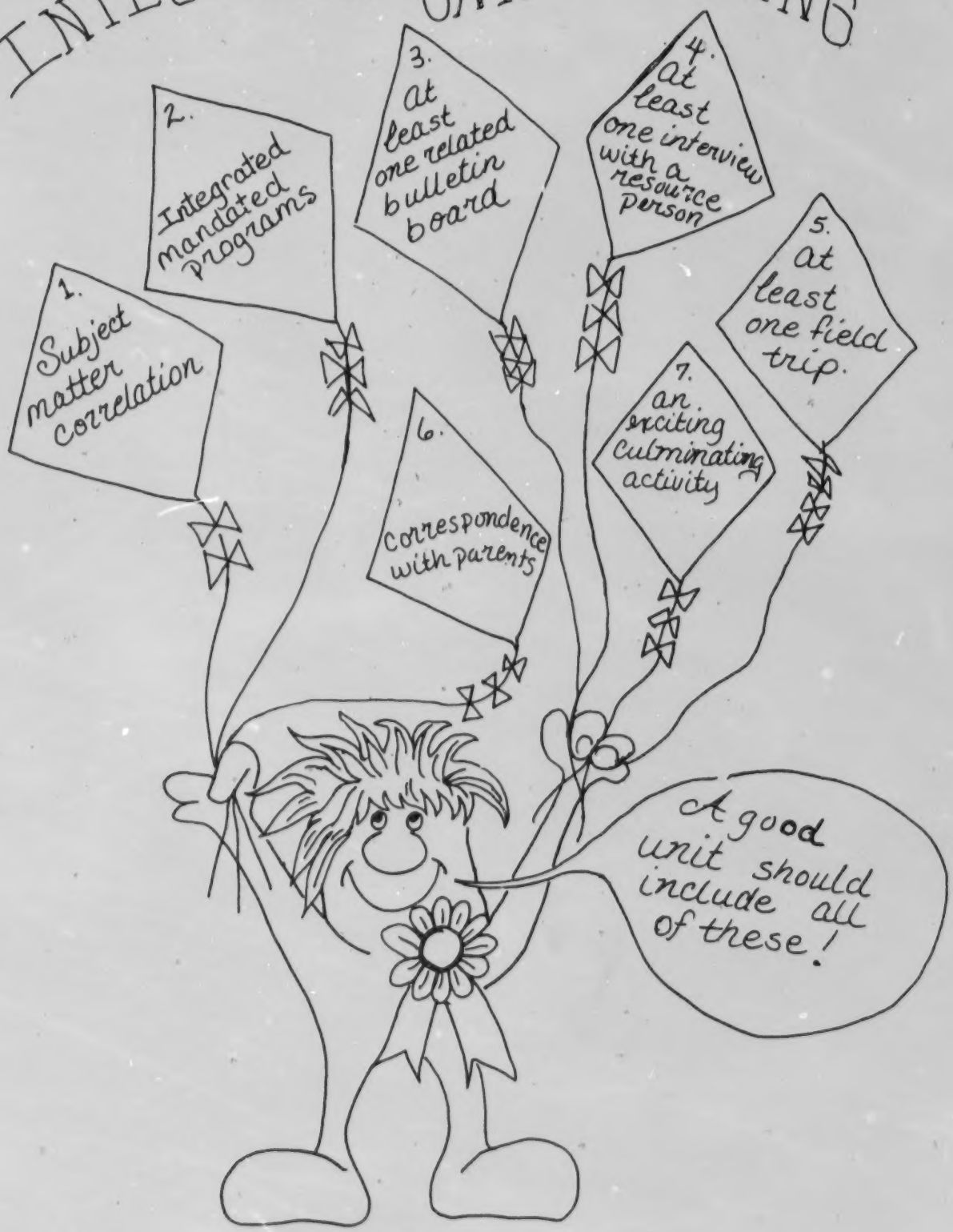
on your own paper using the want adds on his newspaper.

A COOKS WORK INVOLVES:



ADD ON BULLETIN BOARD

INTEGRATED UNIT TEACHING


1. Subject matter correlation
2. Integrated mandated programs
3. At least one related bulletin board
4. At least one interview with a resource person
5. At least one field trip.
6. Correspondence with parents
7. An exciting culminating activity
A good unit should include all of these!

UNIT OUTLINE

GRADE LEVEL: Kindergarten

CLUSTER: Hospitality and Recreation

TITLE OF UNIT: The Zoo

UNIT OBJECTIVE: To acquaint children with facts about zoo workers and animals, and to show students the different jobs available in this area.

SUBJECT AREA OBJECTIVES:

Language Art:	Students will develop language experience charts from group discussion. Films will be shown and discussed.
Art:	Children will make animals out of clay or paper mache' with yarn and tooth picks as needed and will paint when dry. They will decorate shoe boxes to use as cages.
Science:	Students will discuss the different animals and their habitats and what foods the animals eat.
FOCAL POINT OF UNIT:	A trip to the zoo either in person or by film will be made by the students.
RESOURCES:	Film, recorder, stories, art supplies, bulletin board, chart paper.

STAFF DEVELOPMENT OBJECTIVE: The teacher will become more knowledgeable about the zoo and animals and will work with other staff members in the development of the unit.

CONSUMER EDUCATION OBJECTIVE: After watching the film or going to the zoo the children will discuss the things being sold in venders,etc. on the zoo grounds.

ENVIRONMENTAL EDUCATION OBJECTIVE: A discussion will be made of the animals habitats.

METHODS OF EVALUATION:

Children's participation in group discussion
Skills in playing games
Teacher Observation

UNIT OUTLINE

GRADE LEVEL: Kindergarten

CLUSTER: Consumer Homemaking and Related Occupations

TITLE OF UNIT: To make the children aware of the different roles and duties of each member of the family, and also to increase positive self concept.

SUBJECT AREA OBJECTIVES:

Art: The children will make a colage of the people in their family and make a learning chart of each person's job and what the children can do to help. The children will plan a letter inviting parents to come to visit with the class to discuss what they do at home. A memo book "Me and My Family" will be constructed.

FOCAL POINT OF UNIT: The parents will be invited to visit the classroom and the children will participate in planning and serving a snack.

RESOURCES: Films, learning charts, bulleting board, collage, memo booklet made by teacher, story books and parents

STAFF DEVELOPMENT OBJECTIVE: Teachers will get a better understanding of the children and their home-life as they become aquainted with the parents.

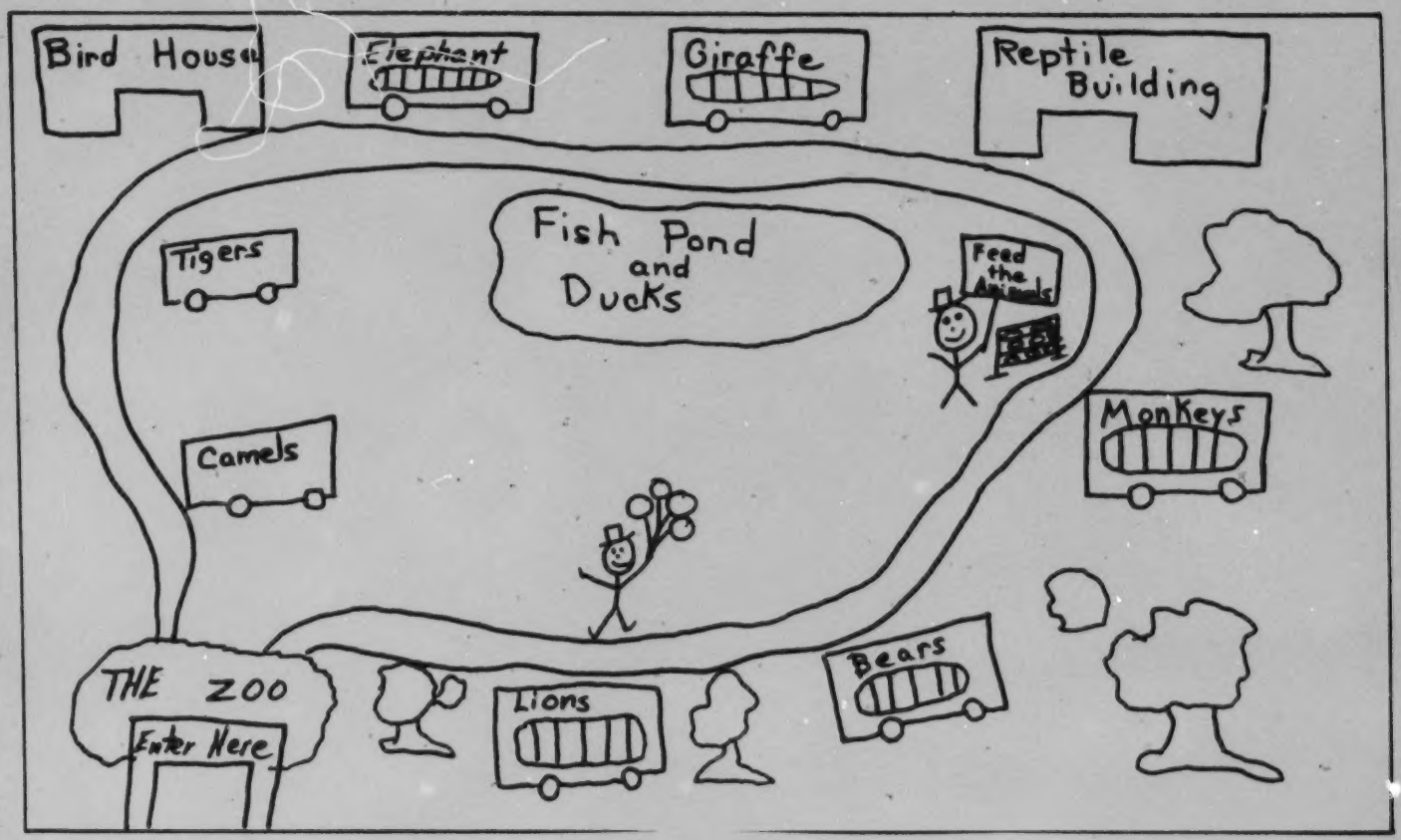
CONSUMER EDUCATION OBJECTIVE: When the children are planning for the snack the teacher can compare the cost of the cookies already made at the grocery store against the list of supplies they would need to make their own.

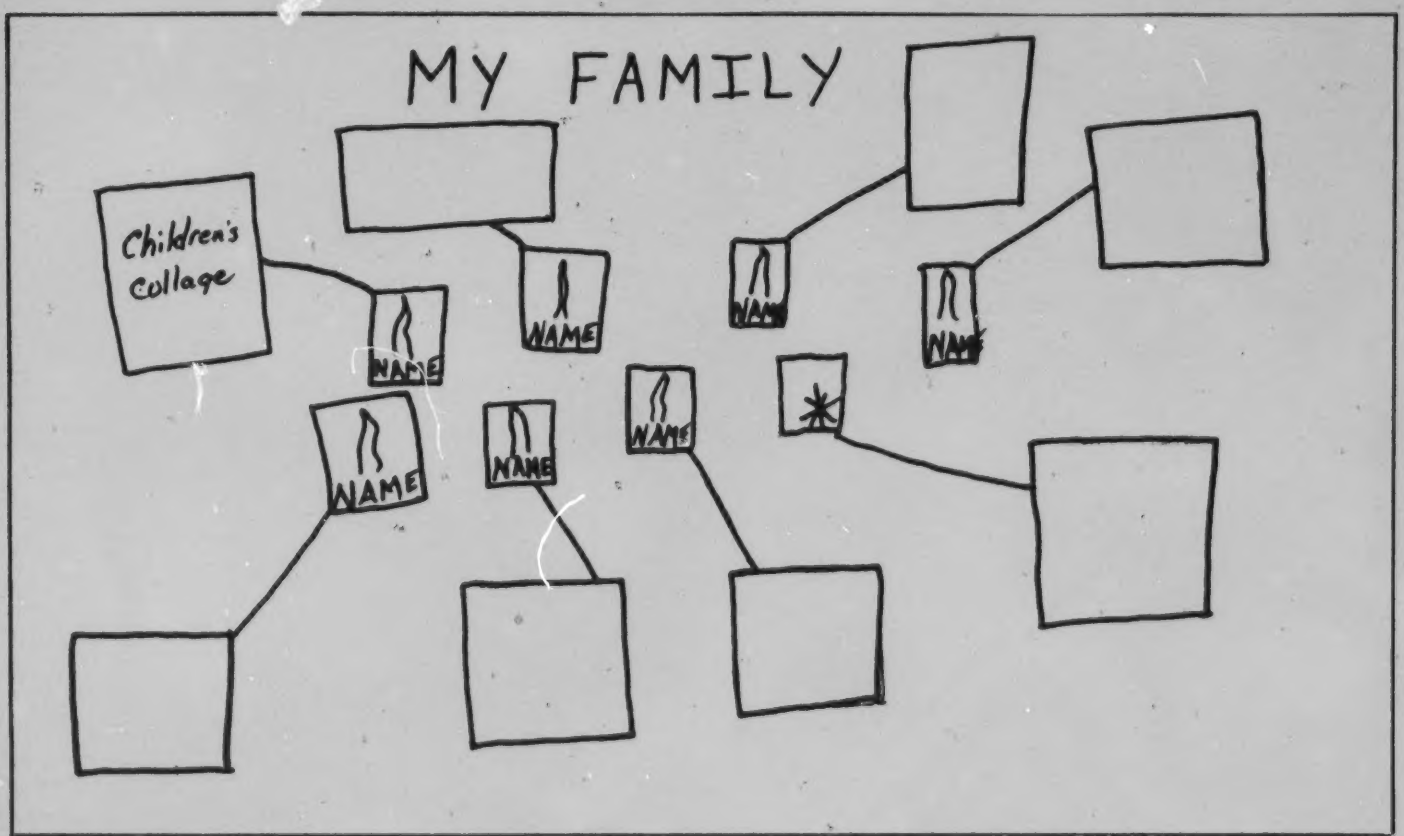
CHARACTER EDUCATION OBJECTIVE: Children will become aware of the different responsibilities of each member of the family. It is important to stress dependability and courtesy.

ENVIRONMENTAL EDUCATION OBJECTIVE: Safty around the home and yard and the importance of keeping letter in its place would be discussed.

METHODS OF EVALUATION:

Observation by the teacher will be made of the children's participation, discusssion and role- playing will be made.





*Children's Picture & NAME

UNIT OUTLINE

GRADE LEVEL: Kindergarten

CLUSTER: Consumer Homemaking and Related Occupations

TITLE OF UNIT: Learning About Restaurants

UNIT OBJECTIVE: To help children become aware of the function and types of restaurants and the various jobs of those at work there, while relating it to themselves and to their community.

SUBJECT AREA OBJECTIVES:

Language Arts:	Read stories related to the unit and have the children discuss it. Talk about the different kinds of eating places and have them relate their own experiences. Introduce new vocabulary.
Mathematics:	Students will learn to recognize the prices on memus. They will learn to count money by using a toy cash register.
Health:	Students will discuss the basic food groups briefly and review good table manners.
Art:	Children will draw pictures and cut out pictures relating to food groups discussed. They will be taught how to make tissue flowers to decorate the table at home.

FOCAL POINT OF UNIT:
A field trip will be taken to a restaurant where the children will be given a quarter and allowed to spend it. The children will tour the resturant and discuss the aspects of it.

RESOURCES: Books, filmstrips, art supplies and magazines. The restaurant workers.

STAFF DEVELOPMENT OBJECTIVE: Teachers will enrich their own knowledge of the area restaurants and develop a relation between the school and local restaurant businesses.

CONSUMER EDUCATION OBJECTIVE: A discussion of the values of "junk" food versus nutritious food will help the children understand the value of a good diet.

CHARACTER EDUCATION OBJECTIVE: Children will be taught the values of taking turns and sharing with others.

ENVIRONMENTAL EDUCATION OBJECTIVE: Students will discover how restaurants dispose of their waste.

METHODS OF EVALUATION:

Teacher observation of student participation and interests.

UNIT OUTLINE

GRADE LEVEL: Kindergarten

CLUSTER: Transportation

TITLE OF UNIT: Traffic Rules for Safety

UNIT OBJECTIVE: To help prevent the problem of pedestrian accidents by acquainting the children with traffic rules and common signs and signals.

SUBJECT AREA OBJECTIVES:

Language arts:	Have the children memorize three good traffic rules, enrich their vocabulary with stories and discussions about the rules.
Mathematics:	Teach the children to recognize the shapes of the signs, the colors in them and to read the speed limit signs.
Art:	Review the colors used in traffic signs and have them correctly color some of these signs.

FOCAL POINT OF UNIT: Have a uniformed police officer come to class and discuss the importance of following traffic rules for children as well as adults.

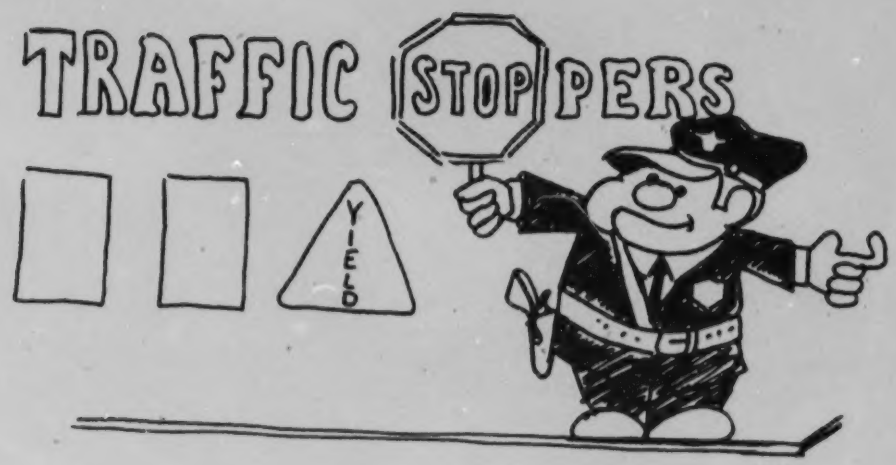
RESOURCES: Available books and filmstrips, other visual aids such as street and road signs and the police officer.

STAFF DEVELOPMENT OBJECITVE: Coordinating teaching responsibilities with public service and working together.

CHARACTER EDUCATION OBJECTIVE: Realizing the responsibility of children to themselves and the well-being of others by obeying traffic rules.

METHODS OF EVALUATION:

Observation of the participation of children in discussions
Completed activities


TRAFFIC STOPPERS
YIELD

"SAFTEY RULE"
TRAFFIC RULES for SAFTEY
"SAFTEY RULE"
"SAFTEY RULES"

UNIT OUTLINE

GRADE LEVEL: Readiness

CLUSTER: Manufacturing

TITLE OF UNIT: Factory Workers

UNIT OBJECTIVE: Students will be able to list several different types of factory workers and be able to conpare and contrast these workers in such areas as: salaries, time spent on the job and kinds of work done.

SUBJECT AREA OBJECTIVES:

Language Arts: Students will be able to answer questions pertaining to material which has been read to them. They will write thank-you notes to each person who visits the classroom and will some of the factories located in their community and the products of each.

Mathematics: Students will contrast salaries of employees of different factories in this locale. The cost of producing some of the products will be computed.

Art: Students will construct posters which show the different products which are produced in this locale. They will construct a model of a factory of their choosing.

ACTIVITIES INCLUDED:

METHODS: The children will see filmstrips put out by the local factories and others for comparison. They will be involved in role-playing of the worker of their choice.

FOCAL POINT OF UNIT:
There will be a visit of resource persons from the local factories.

RESOURCES: Books and films, resource persons, posters, worksheets and products from factories.

STAFF DEVELOPMENT OBJECTIVE: The teachers will be able to share their knowledge of factories with other staff persons.

CONSUMER EDUCATION OBJECTIVE: Students will be able to list some of the differnt products produced in their locale and how people use them.

CHARACTER EDUCATION OBJECTIVE: Students will be able to list the qualities needed in a person in order to be successful at work.

ENVIRONMENTAL EDUCATION OBJECTIVE: Students will list the ways factories should dispose of the by-products and waste they have.

METHODS OF EVALUATION:

The children will be evaluated by means of observation and their ability to discuss what they have learned.

TIME FOR WORK

BE PROMPT

UNIT OUTLINE

GRADE LEVEL: Readiness

CLUSTER: Health Occupations

TITLE OF UNIT: Nursing

UNIT OBJECTIVE: Students will be able to list the qualifications of a good nurse. They will also be alble to compare and contrast the proper use of certain types of medications which a nurse comes in contact with.

SUBJECT AREA OBJECTIVES:

Language Arts: Students will be able to answer questions concerning material which has been read to them and to be able to identify some of the equipment used by a nurse. They will be able to reproduce a list of primary tasks a nurse has.

Mathematics: Students will be able to contrast the price of many different medications and will construct a drug counter. They will price and sell some common medicines.

Art: Students will be able to construct simple nursing hats and arm bands and will help organize a mural depicting the many different jobs of the nurse.

Health: Through the use of role playing, the students will pantomine the regular working day of the nurse. They will help in arranging a chart of differnt illnesses and the proper medications which may be used to cure them.

ACTIVITIES INCLUDED:

METHODS: Students will see filmstrips and listen to stories about the nurse. They will help construct hats and arm bands to war during their role-playing.

FOCAL POINT OF UNIT:
The visit of a nurse to the classroom or a visit to a local doctor's office or hospital whare a nurse can be observed.

RESOURCES: Available books and films, a field trip, sample medicine bottles, nursing equipment, and resource persons.

CONSUMER EDUCATION OBJECTIVE: The Students will make a list of the cost of several differnt services of a nurse.

CHARACTER EDUCATION OBJECTIVE: Students will be able to list the qualities of a good professional nurse, and also list her/his responsibilities to the patients.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will be able to list some of the proper and improper use of drugs.

METHOD OF EVALUATION:

Actual class participation
Role-playing and discussion
Observation

WHO AM I?

GRADE LEVEL: First Grade

CLUSTER: Personal Services

UNIT TITLE: Who Am I?

UNIT OBJECTIVE: To reinforce the links connecting the child to his world. To affirm the child's unique qualities, and give importance to his personal facts.

SUBJECT AREA OBJECTIVES:

Math:
Through timing themselves at various things, the children will become familiar with time.
The children will answer questions about themselves while learning to compare size.

Reading:
The children will complete duplicated sheets with questions relating to their homes and bodies.
A page will be made to list the names of all family members and then divide them into syllables.
An envelope that has letters of the students full name inside will be made, he can see how many other words he can make from these letters.
A picture of each child will be placed at the top of a ladder with ten rungs. The rungs will be filled by the students with words that describe himself.

Language Arts:
Discuss what the children do in the morning, afternoon, evening, and night.
Discuss what makes the children embrassed, scared, mad, and happy.

Health:
Discuss what foods students like and dislike.
Use magazines to cut out pictures of their favorite foods and paste them on construction paper.

Art:
The children will make a family page by cutting pictures from a catalog and pasting on a sheet of construction paper.
The students will draw a cartoon picture depicting themselves at a career they have chosen. Pictures will be placed on bulletin board. Two or three staff members will choose the cartoon which most clearly illustrates the position.

CAREER EDUCATION ACTIVITIES:

The teacher will make a cover of heavy paper for each student. The students will take the duplicated sheets they have finished in this unit and place inside the cover, making a book about themselves. The title will be called "My Book" with the child's photograph on the front. The inside page will contain a fingerprint of the child, his name, address, zip code, telephone number and birthdate.

RESOURCES:

1. Parents
2. Teachers

EQUIPMENT AND MATERIALS:

1. Bulletin Boards
2. Magazines
3. Catalogs
4. Duplicated Sheets
5. Construction Paper

STAFF DEVELOPMENT OBJECTIVE: To enrich ones own knowledge of self understanding and how to share with fellow workers.

CONSUMER EDUCATION OBJECTIVE: To become aware of ones own preferences and how it may cost more to provide for them.

CHARACTER EDUCATION OBJECTIVE: Stress love and dependability of children to parents. To stress how honesty makes for good character, and how each person has the option to develop good character without cost.

ENVIRONMENTAL EDUCATION OBJECTIVE: Stress respect for others, family, neighbors, and fellow students.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Definite knowledge of correct usage of drugs and reasons for abstinence from alcoholic beverages.

METHODS OF EVALUATION:

Class participation
Student interest in the unit
Demonstration of pleasure in sharing room duties.

Our Health Helpers

CHILDREN AT PLAY

1st GRADE

WELCOME TO THE BUNCH!

MY RESPONSIBILITIES

GRADE LEVEL: First Grade

CLUSTER: Personal Services

UNIT TITLE: My Responsibilities

UNIT OBJECTIVE: To help the first grade become aware of their responsibilities in the home, school, and community. To help them become aware of the responsibilities that others have in performing theirs jobs. To help them realize the rewards of assuming responsibility and the failure that cames by reglecting it.

SUBJECT AREA OBJECTIVES:

Reading: The students will be able to read a list of responsibilities necessary to maintain a clean orderly classroom.
The class will read the story "The Little Red Hen," and discuss what they found out about responsibility from the story.

Language Arts: Interview persons with jobs familiar to the children.
Discuss responsibilities that the people interviewed have in in their jobs.
Discuss what would happen if children and adults neglected their responsibilities.
Role play with finger puppets the responsibilities of family and classroom members.

Math: Students will count the number of responsibilities necessary to maintain a clean classroom.
Students will count the number of responsibilities they have to perform in their home.
Students will count the number of resource persons interviewed.
Students will count the number of responsibilities people interviewed have in their job.

Art: Students will make a poster listing their responsibilities at home and at school.
Students will make finger puppets to use in dramatization.
Students will use magazines and catalog pictures to cut out pictures of prople performing their responsibilities in their jobs.
Children will draw pictures of themselves working at a job they have chosen.

CAREER EDUCATION ACTIVITIES:

Role playing
Students will role play various family members with finger puppets.

Field Trips
Students will take an imaginary trip to see other people doing their responsibilities through books and filmstrips.

Activities
Each child will be given a responsibility to perform in the school. Results will be checked to see what happened to those who neglected their duty.
Parents will be asked to give their child some responsibility at home.
Responsibility Books will be made.

RESOURCES:

1. Parents
2. Principal
3. Cooks
4. Janitor
5. Librarian

MATERIALS AND EQUIPMENT:

1. Bulletin Board
2. Magazines
3. Catalogs
4. Filmstrips
5. Finger puppets
6. Library Books
7. Filmstrip Projector
8. Construction Paper

STAFF DEVELOPMENT OBJECTIVE: Enriching the knowledge that everyone has responsibilities to cooperate with his fellow workers.

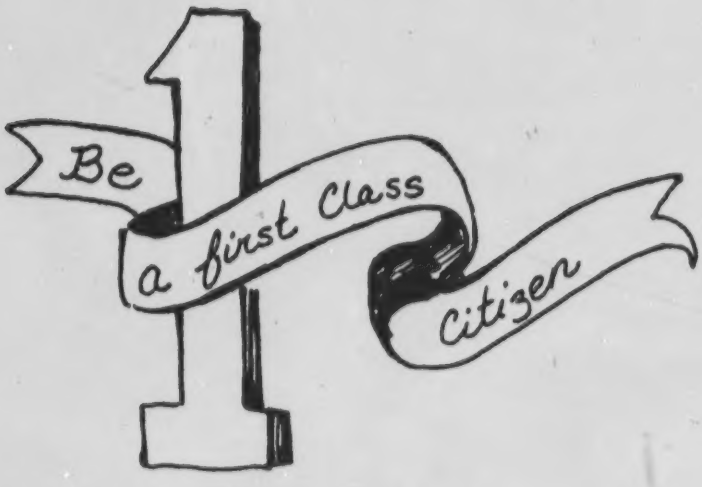
CONSUMER EDUCATION OBJECTIVE: To become aware of the responsibilities parents have in feeding and clothing a family.

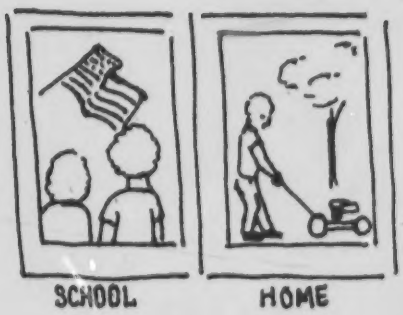
CHARACTER EDUCATION OBJECTIVE: To realize that a person who neglects his responsibilities does not have good character. To recognize that good characters means good citizens.

ENVIRONMENTAL EDUCATION OBJECTIVE: Respect for others and realization that others respect people who are responsible.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Stress the fact that a responsible person keeps hirself under control at all times. Realization that alcohol and drug use cause carelessness and has a bad influence on others.

METHODS OF EVALUATION:
Class Discussion
Teacher Observation
Response to Resource People
Concern in maintaining responsibilities





Meet Your Responsibilities

PETS

GRADE LEVEL: First Grade

CLUSTER: Natural Resources and Environment

UNIT TITLE: Pets

UNIT OBJECTIVE: The first grade students will become more aware of the various careers related to the purchase and care of ten different types of pets.

SUBJECT AREA OBJECTIVES:

Math: Count the number of pets they have at home.
Count the number of feet the pet has and how many times the pets are fed.
Assist the class in computing the cost of feeding a pet for one day.

Language Arts: Recognize and pronounce on sight 20 new vocabulary words associated with pet care.
Writing sentences about pet care from the board.
Give oral reports on the traits and care of their own pet or one they like most.

Art: Construct paper bag puppets of a favorite pet.
Draw, paint or color pets in their natural habitat.

Science: Identify ten pictures of pets.
List the food and shelter needs of five pets.
Relate the environmental habitats of five different kinds of pets.

CAREER EDUCATION ACTIVITIES:

Communucation to Parents;
Parents can attend Pet Visitation Day and bring certain types of pets for a short period of time.

Field Trips:
The first grade students will be taken on a field trip to a veternarian clinic.

Role Playing:
The first grade students will role play the following workers:

Salesperson
Veternarian
Pet Shop Owner
Dog Catcher

Focal Point of Unit:
Pet Visitation Day at School.

RESOURCES:

Veternarian
Parents who raise animals as pets for sale.

STAFF DEVELOPMENT OBJECTIVE: Enriching ones own self knowledge and sharing experiences with fellow collegues.

CONSUMER EDUCATION OBJECTIVE: Becoming aware of the cost of purchasing a pet and also of taking care of a pet.

CHARACTER EDUCATION OBJECTIVE: A positive self concept in order to become aware of the responsibilities one has to take in caring for pets.

ENVIRONMENTAL EDUCATION OBJECTIVE: To become aware of the environment with animals needs in order to survive.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Carelessness from drinking resulting in ones behavior to animals.

METHODS OF EVALUATION:
Oral discussion.
Class participation.
Short form parent evaluation of unit.

TREES AND FOREST

GRADE LEVEL: First Grade

CLUSTER: Natural Resources and Environment

UNIT TITLE: Trees and Forest

UNIT OBJECTIVE: The first grade students will become more aware of the jobs pertaining to trees and forest through subject areas, role playing and field trips.

SUBJECT AREA OFJECTIVES:

Math: Counting the number of trees in ones yard.
Counting the age of a tree.

Language Arts: Printing the names of 5 trees.
Copying sentences from board about trees and forest.
Asking questions to the resource person.

Art: Drawing, painting or coloring pictures of trees.
Making art designs from real leaves.

Science: Identify five pictures of trees and their leaves.

ACTIVITIES INCLUDED:

Communication to Parents;
Parents will be invited to accompany class on field trips.
Parents evaluation.

Field Trips:
The first grade students will be taken to a park.

Activities:
Collecting leaves.
Students will receive their own pine tree plant.

Focal Point of Unit:
Students taking a field trip to the park.

RESOURCES:

Smokey Bear.
Employee of a wood factory or saw mill.

STAFF DEVELOPMENT OBJECTIVE: Enriching ones own knowledge of trees and and forest and sharing experiences with fellow colleagues.

CHARACTER EDUCATION OBJECTIVE: A positive self concept and to become aware of the responsibilities one has to take care of ones community.

ENVIRONMENTAL EDUCATION OBJECTIVE: To become aware of the results of fire to the trees and forest and wildlife.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Carelessness from drugs resulting in permanent damage caused from fire.

METHODS OF EVALUATION:

Class participation.
Short form parent evaluation of unit.
Oral discussion.

FIRE DEPARTMENT

GRADE LEVEL: First Grade

CLUSTER: Public Service Occupations

TITLE OF UNIT: Fire Department

UNIT OBJECTIVES: The children will have an increased knowledge of the duties of the fireman. The students will have an awareness of the fire truck and the equipment used for fighting fires.

SUBJECT AREA OBJECTIVES:

Math: The telephone number of the fire department will be memorized by each student.

Language Arts: Every child will be able to recognize his own street number and address.
The children will learn twenty new words pertaining to the fire department.
The children will write their own street number and address.
Sentences will be written using the word list.

Art: Each child will be given a choice to draw a picture of a fireman at a fire scene, a fireman in uniform, a firetruck, or the fire department.
Coloring sheets of the fireman, firetruck, and fire department will be given to each student.
Each member of the class will construct a fireman's hat from red and yellow construction paper.
Finger puppets of a fireman will be made by each first grader.

CAREER EDUCATION ACTIVITIES:

1. Field trip to fire department.
2. Visit from the firechief.
3. Fire drill.
4. Construct miniature fire station.
5. Ride on fire truck.
6. Role playing.
7. Wear fireman's hat.
8. Display of toy firetruck and fireman's hat.
9. Puppet show.
10. Visit from a fireman.

Focal Point of Unit;
The tour of the fire station and the ride on the fire truck is the focal point.

RESOURCES:

1. fireman
2. fire chief
3. dispatcher
4. fire truck driver
5. fire inspector
6. filmstrips
7. posters
8. charts
9. books
10. bulletin boards
11. pamphlets
12. pictures

STAFF DEVELOPMENT OBJECTIVE: Enriching one's own knowledge of the fire department and sharing experiences with fellow teachers.

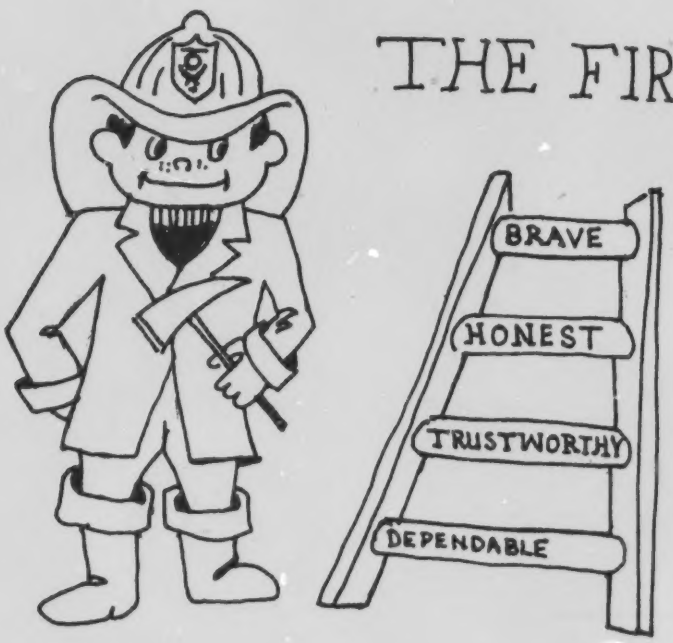
CONSUMER EDUCATION OBJECTIVE: Community paying taxes to support the fire department, cost of equipment, cost of the amount of water used.

CHARACTER EDUCATION OBJECTIVE: Being aware of the volunteer services rendered in the community and seeing why a fireman should be dependable, trustworthy, honest, and brave.

ENVIRONMENTAL EDUCATION OBJECTIVE: Understanding damage of property, forests, wildlife, and human beings caused by fires.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Being aware of how carelessness with smoking can cause fires.

METHODS OF EVALUATION:
Class discussion.
Teacher observation.
Matching vocabulary list with pictures.
Oral evaluation.



OUR COMMUNUTY

GRADE LEVEL: First Grade

CLUSTER: Public Service Occupations

TITLE OF UNIT: Our Community

UNIT OBJECTIVES: The children will have an increased knowledge of their community post office, park, school, and church. The students will be aware of the different occupations offered in these fields.

SUBJECT AREA OBJECTIVES:

Math: The zip code number will be memorized by each child.
Each pupil will know the distance to the park.
The first graders will learn certain prices of items in which they are interested.
The children will know the price of breakfast and lunch.
The first graders will know how the offering at church is used.

Language Arts: Every child will read stories or look at books about the post office, park, store, school, and church.
Each pupil will pronounce twenty words and be able to use them in sentences.
The children will be able to write a letter using some of the new words learned.

Art: Each child will draw a picture of their post office, park, store, school, and church.
Coloring sheets of each will be given to the first graders.
Hand puppets will be made of the postman, park ranger, store clerk, school teacher, and the clergyman.

CAREER EDUCATION ACTIVITIES:

Field trip to each place.
Role playing.
Resource people.
Displays.
Puppet show.

Focal Point:
The field trip to each of these places is the focal point of the unit.

RESOURCES:

1. postmam
2. store clerk
3. park ranger
4. principal
5. clergyman
6. film strips
7. posters
8. charts
9. books
10. bulletin boards
11. pamphlets
12. pictures

STAFF DEVELOPMENT OBJECTIVE: Enriching one's own knowledge in these areas and sharing experiences with fellow teachers.

COMSUMER EDUCATION OBJECTIVE: Becoming aware of the cost of operating a post office, park, church, store, and a school.

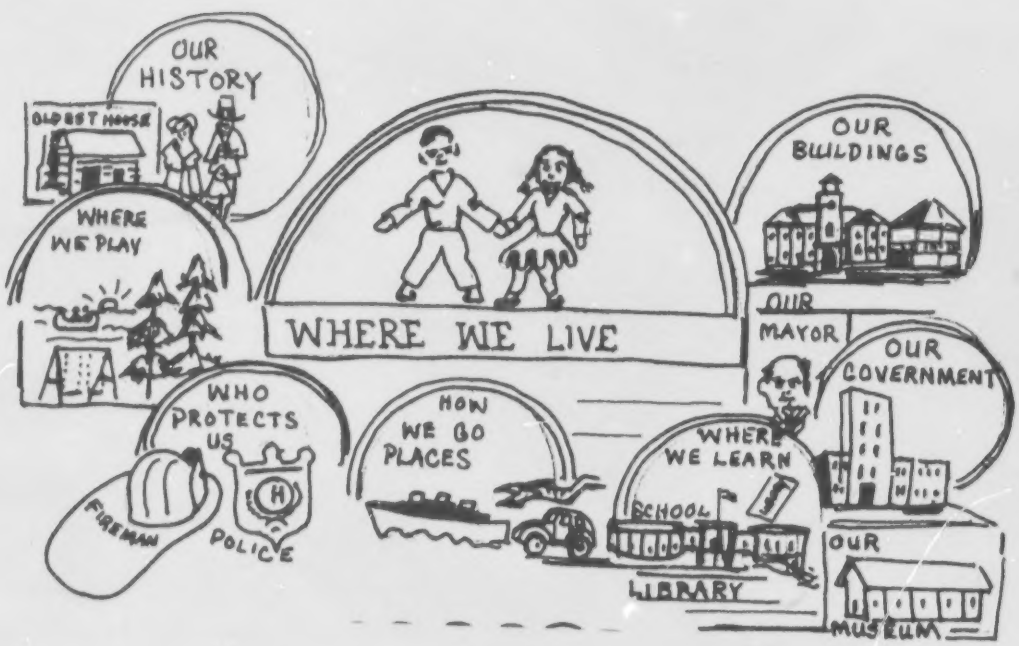
CHARACTER EDUCATION OBJECTIVE: Being aware of the services rendered in the community and how important it is to be dependable, honest, and trustworthy.

ENVIRONMENTAL EDUCATION OBJECTIVE: Wildlife preserved in park, forest fires prevented, school and church grounds taken care of.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Carlessness as a result of drinking or using drugs; poor influence toward other people.

METHODS OF EVALUATION:

Class discussion.
Teacher observation.
Matching vocabulary list with picture.
Oral evaluation.



DRUG STORE

GRADE LEVEL: First Grade

CLUSTER: Market and Distribution

UNIT TITLE: Drug Store

UNIT OBJECTIVE: The first grade students will become more aware of the world of work by studying the local drug store and the people who work there. They will become aware of the various jobs available in a drug store and the related advantages and disadvantages of these occupations.

SUBJECT AREA OBJECTIVES:

Art: Construct a collage about the drug store.
Draw pictures of the visit to the drug store.

Health: Tell why some medicine containers are made so that they cannot be opened by children.
Recognize that prescriptions by a doctor are needed on order to purchase most drugs.

Language Arts: Increase their speaking and reading vocabulary by fifteen words which are related to the drug store.
Relate their experiences of visiting the drug store to the teacher to write in the form of an experience chart.

CAREER EDUCATION ACTIVITIES:

1. Field Trips
2. Bulletin Boards
3. Charts
4. Films

FOCAL POINT OF UNIT:

The simulation of a drug store in the classroom with role playing and skits.

RESOURCES:

1. Owner of the drug store
2. Clerk
3. Pharmacist
4. Parents
5. Manager

STAFF DEVELOPMENT OBJECTIVE: Involving other members of the staff in assisting with the skit of the drug store.

CONSUMER EDUCATION OBJECTIVE: To compare the prices of different drugs and decide which are more economical to purchase.

CHARACTER EDUCATION OBJECTIVE: To find what qualifications are required to be a druggist.

ENVIRONMENTAL EDUCATION OBJECTIVE: To help the children become more aware of the problems created by the abuse of alcohol and drugs.

ALCOHOL AND DRUG EDUCATION OBJECTIVES: To help the children become aware of society's view of alcohol and drug abusers.

METHOD OF EVALUATION:
Oral test
Group discussion
Folders of the children's work

Drug Stores Provide Many Needed Services

SCHOOL HELPERS

GRADE LEVEL: First Grade

CLUSTER: Public Service Occupations

UNIT TITLE: School Helpers

UNIT OBJECTIVES: To assist students to become aware of the various occupational roles of school helpers. The students will become more aware of the skills and responsibilities required for each position.

SUBJECT AREA OBJECTIVES:

Art:
Demonstrate a knowledge of the school helpers by drawing pictures of each helper busy at work.
Assist the class in drawing a large map of the school showing stations of the helpers.

Language Arts:
Role play the different school helpers.
Conduct an interview with at least two school helpers.
Help make experience charts about the different school helpers.

CAREER EDUCATION ACTIVITIES:

1. Field trip
2. Skit
3. Mural
4. Posters of School Helpers
5. Books "I Want to Be" series
6. Filmstrip "Peter Goes To School"

FOCAL POINT OF UNIT:
Tour of the school building making a stop at each helpers station.

RESOURCES:

1. Principal
2. Secretary
3. Teacher
4. Librarian
5. Janitor
6. Cooks
7. Nurse

STAFF DEVELOPMENT OBJECTIVE: Involving other teachers and school helpers in preparation of a skit, and getting their assistance in visiting the school helper stations.

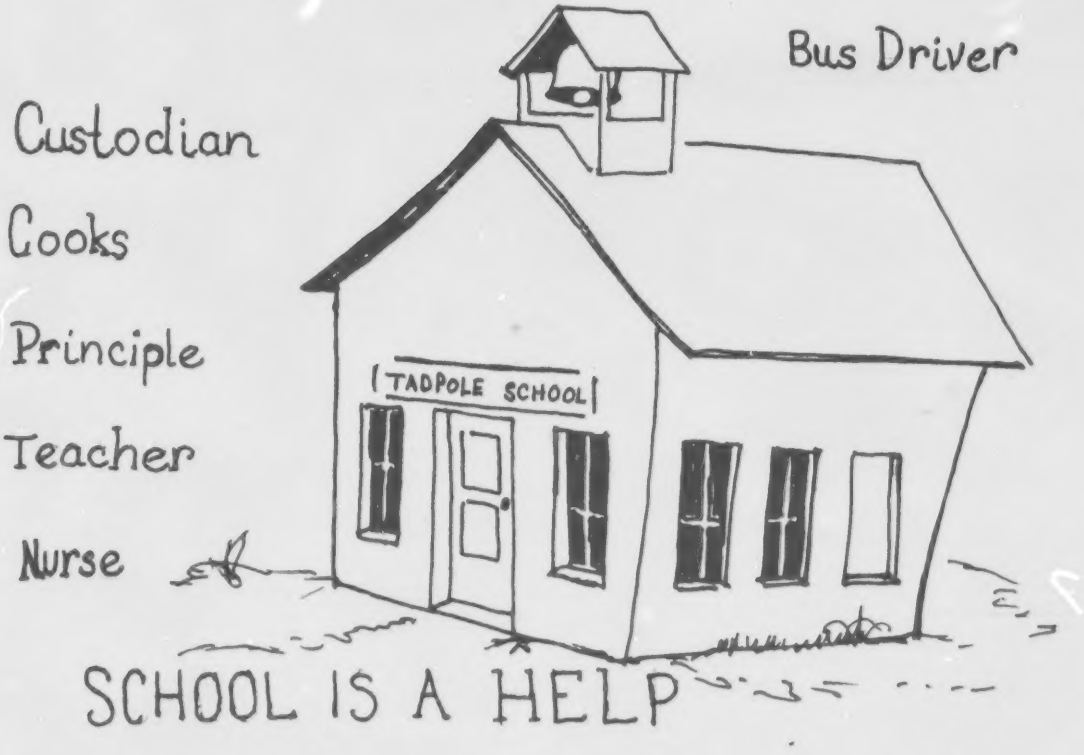
CONSUMER EDUCATION OBJECTIVE: To show the importance of taking care of the materials and facilities within the school.

CHARACTER EDUCATION OBJECTIVE: To help the children become aware of how school helpers cooperate with other members of the staff. Each job is important within itself, whether large or small.

ENVIRONMENTAL EDUCATION OBJECTIVE: Learn how to take care of school property, and have respect for the property of others.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: To help the children become aware of how drugs and alcohol would affect a persons ability to do his job efficiently.

METHODS OF EVALUATION
Class discussion
Oral test
Matching words to pictures
Folders



CHILD CARE

GRADE LEVEL: First Grade

CLUSTER: Consumer Homemaking and Related Occupations

UNIT TITLE: Child Care

UNIT OBJECTIVES: The first grade will have a general knowledge of the occupations related to child care and the requirements for someone who cares for young children and will have developed a positive self concept.

SUBJECT AREA OBJECTIVES:

Math: Each student will count the following:
Number of children in a child care center.
Number of bottles used for one baby.
Number of diapers used for one baby.
Number of lotion, oils, and such items used for one baby.

Reading:
The names of the young children will be read by each student.
The students will be able to read twenty new words pertaining to child care.

Writing:
Using the word list sentences will be composed and written by each student and by the class.
The names of the young children, the directors, and the parents observed will be written by each pupil.

Art:
Each first grader will draw and color pictures of young children and parents and young children in a care center .
Coloring sheets of young children being cared for will be provided by the teacher for the students.
Cardboard puppets of young children, parents, and center directors will be made by each child.
The first grade children will work together to create a montage of of young children with their parents and at the centers.
The class will make small blankets by cutting larger ones into small sizes.
Doll size diapers will be make by cutting dish cloths into small pieces.
Each student will make a scrapbook of his drawings, coloring sheets, cardboard puppets, blankets, diapers, word lists, and sentences.

CAREER EDUCATION ACTIVITIES:

1. Field trips to a local federally funded day care center and privately owned child care center.
2. Visit from parents with a small child.
3. Make a display of toys.
4. Make a display of baby needs.
5. Role playing with toys from display.
6. Recreate a home situation.
7. Recreate a child center situa tion.
8. Puppet show using cardboard puppets.
9. Construct miniature care center.

FOCAL POINT OF UNIT:

The visit from the parents with the infant is the high point of the unit.

RESOURCES:

1. Child Care Center Director
2. Day Care Center Director
3. Parents with Child
4. Children at the centers
5. Films
6. KET
7. Posters
8. Charts
9. Books
10. Bulletin Board
11. Pamphlets
12. Pictures
13. Students

STAFF DEVELOPMENT OBJECTIVE: Enrich one's own knowledge of child care centers and share this with fellow teachers.

CONSUMER EDUCATION OBJECTIVE: Become aware of financial support of child care centers and recognize the cost involved in raising an infant.

CHARACTER EDUCATION OBJECTIVE: Stress love, care, dependability, honesty, and respect of position. Develop a positive self concept.

ENVIRONMENTAL EDUCATION OBJECTIVE: Respect for small children, their surroundings and belongings.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Considerable knowledge of drugs; definite reasons for complete abstinence from use of intoxicating drugs and alcoholic beverages.

METHODS OF EVALUATION:

Class discussion
Oral testing in group situation
Teacher observation
Response to resource people
Careful observation during role playing

SCHOOL AND COMMUNITY SAFETY

GRADE LEVEL: First Grade

CLUSTER: Public Service Occupation

UNIT TITLE: School and Community Safety

UNIT OBJECTIVES: The student will become more aware of good practices at school, at home, and in the community. The students will become aware of the various career opportunities available in School and Community Safety.

SUBJECT AREA OBJECTIVES:

Art:
Each student will prepare a scrapbook containing good and poor safety rules on practices and workers in safety.
Each student will help in preparing a large map of the community emphasizing places of danger.

Language Arts:
Each student will learn to pronounce and spell new words pertaining to safety.
Students will conduct interviews and write letters of appreciation to visiting resources persons.
Students will write a story on, "What If There Were No Doctors."

Math:
List prices of various health services and compute medical cost for their families for 6 months. Devise math problems relating to safety.

Science:
Explain process of x-raying broken bone and learn by use of plaster paris, the procedures for casting.

Social Studies and Health:
Identify and list careers, name responsibilities for workers involved. Discuss current events found in magazines and newspapers about safety.

ACTIVITIES INCLUDED:

The students will visit a doctor's office and health department. Students will simulate a nurse's station in the classroom. Student will help school nurse with records while she checks other classmates.

FOCAL POINT OF UNIT:
Resource person on field trip.

RESOURCES:

1. Doctor
2. School Nurse
3. Principal
4. Bus Driver
5. Police Officer
6. Ambulance Driver
7. Bulletin Boards
8. Books
9. Films
10. Nurse's materials

STAFF DEVELOPMENT OBJECTIVE: Teachers sharing ideas and materials.

COMSUMER EDUCATION OBJECTIVES: Students will become aware of various cost of safety practices such as x-rays, ambulance costs,etc.

CHARACTER EDUCATION OBJECTIVES: Students will learn to obey and respect safety rules and the people enforcing them.

ENVIRONMENTAL EDUCATION OBJECTIVES: Each student will share safety rules that they follow or need to improve in their home.

ALCOHOL AND DRUG EDUCATION OBJECTIVES: Students will become aware of the dangers of drugs and alcohol in health lessons.

METHODS OF EVALUATION:
Students interest in unit and teacher made test.

HEALTH HELPERS

GRADE LEVEL: First Grade

CLUSTER: Health Occupations

UNIT TITLE: Health Helpers

UNIT OBJECTIVE: The children will have a general knowledge of the occupations open in the field of medicine and the type of equipment used. They will be aware of the job opportunities dealing with dentistry.

SUBJECT AREA OBJECTIVES:

Math:
Phone numbers of the ambulance service, hospital, local doctors, health department and dentists will be stressed and memorized.

Reading:
A list of new words pertaining to the health field will be read, understood, and used in sentences.

Writing:
Using the word list, sentences will be composed and written by each student and by the class.

Art:
Each child will draw and color his own "I Want To Be" picture. It will show the student as the health helper he has chosen to portray.
Coloring sheets of the hospital, health department, dentist office, doctors, nurses, dentists, and patients will be provided for the students.
Paper bag puppets will be made by the pupils to be used in a puppet show.
The children will work together to create a montage of the various jobs of the health helpers.
Each child will make a scrapbook of his drawings, coloring sheets, puppets, word lists, sentences, and pictures from magazines and catalogues.

CAREER EDUCATION ACTIVITIES:

1. Field trips to the hospital, health department, doctors office, dentists office, ambulance service office, and ambulance.
2. Check temperature, blood pressure, pulse, eyes, ears, and teeth.
3. Make a display of toys -- ambulance, doctor kit, nurse kit, and dentist kit.
4. Role playing with kits.

5. Make nurse hats and arm bands.
6. Puppet show using paper bag puppets.
7. Recreate hospital rooms, health department, doctor's office, and dentist's office.
8. Visits from resource people.

FOCAL POINT OF UNIT:
The visit from the nurse and the tour of the ambulance is the focal point of the unit.

RESOURCES:

1. Doctor
2. Nurse
3. Dentist
4. Ambulance Attendant
5. School Nurse
6. Film Strips
7. Posters
8. Charts
9. Books
10. Bulletin Boards
11. Pamphlets
12. Pictures
13. KET
14. Students

STAFF DEVELOPMENT OBJECTIVE: Enriching one's own knowledge of health helpers and sharing with fellow teachers.

CONSUMER EDUCATION OBJECTIVE: Become aware of financial support and cost of equipment.

CHARACTER EDUCATION OBJECTIVE: Stress honesty, education, dependability, care and concern for others. Develop a positive self concept.

ENVIRONMENTAL EDUCATION OBJECTIVE: Respect for self and others.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Definite knowledge of correct usage of drugs and reasons for abstinence from alcoholic beverages.

METHODS OF EVALUATION:
Class discussion
Oral testing in group situations
Parent questionaire
Teacher observation
Response to resource people

UNIT OUTLINE

GRADE LEVEL: Second

CLUSTER: Communication and Media

TITLE OF UNIT: The Newspaper

UNIT OBJECTIVE: To help aquaint the child with different workers producing a newspaper and to identify the educational requirements, skills and training for positions in the newspaper.

SUBJECT AREA OBJECTIVE:

Language Arts: The students will write and illustrate their own stories and will write letters of invitation and appreciation to resource persons. They will mark the "long and short vowels" in twenty new words they find in the newspaper.

Art: Students will illustrate a cartoon of their own or one from a newspaper of their choosing. They will cut and bring articles articles from differents sections to put on their bulletin board.

Mathematics: Students will write their own class newspaper and sell it other students. They will compute the prices and profits they make. They will keep records of the time involved and of the sales.

Social Science: Students will role-play the different workers on a newspaper.

ACTIVITIES INCLUDED:

METHODS: Letters will be sent to the parents inviting them to serve as resource person and to inform them of the unit of study. Parents will be invited to supervise activities in the classroom. The students will be taken on a visit to a local newspaper or printing office.

FOCAL POINT OF UNIT:
Students will write, publish and sell their own class newspaper.

RESOURCES: Newspaper and printing office personnell, newspapers, filmstrips, art supplies, parents.

STAFF DEVELOPMENT OBJECTIVE: Teachers will become more involved with each other with team-teaching, working with parents, involving principal and resource persons in unit.

CONSUMER EDUCATION OBJECTIVE: The students, parents, and teachers involved will find out how much it cost to publish a newspaper.

CHARACTER EDUCATION OBJECTIVE: Students will decide what kinds of news to be used and published and where the source is obtained.

ENVIRONMENTAL EDUCATION OBJECTIVE: Students will determine what impact the newspaper has on the public.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: The effects of alcohol, drugs and tobacco on certain people will be pointed out in articles found in the newspapers to the students.

METHODS OF EVALUATION:

Observation of role-playing
Student participation in group discussion and activities
Teacher-student conferences
Teacher devised exams

Build A Good Foundation
by reading the NEWSPAPER

UNIT OUTLINE

GRADE LEVEL: Second

CLUSTER: Public Service Occupations

TITLE OF UNIT: Community Helpers

UNIT OBJECTIVES: The students will become aware of the various helpers in the community othert than their parents, teachers and friends. They will be given hands-on experiences and become aquainted with some of the different helpers of the community. They will learn how each of these persons help better their community and lives.

SUBJECT AREA OBJECTIVES:

Language Arts: The children will learn a list of words that pertain to each helper and will be able to read stories about various helpers. They will write thank-you notes to the resource persons invited to the classroom.

Art: The children will draw a picture of their favorite helper and tell why they like that particular helper. The children will cut pictures from magazines and newspapers of helpers doing their job in the community and bring them to class.

Mathematics: The students will learn how to dial the numbers on the telephone in order to call in case of an emergency.
The children will learn the importance of using correct addresses and will discuss the price of stamps and the weighing of various sized packages for mailing.

ACTIVITIES INCLUDED:

METHODS: The children will be taken on a field trip to the fire station, police station and post-office and will engage in a follow-up project of each trip.

FOCAL POINT OF UNIT:
Various community helpers will visit the classroom.

RESOURCES: Various community helpers, charts, posters, films, books, art supplies and parents.

CHARACTER EDUCATION OBJECTIVE: The role of honesty in our officials and people's responsibilities, the respect for property, not only in school, but off school grounds as well will be stressed throughout the total unit.

CONSUMER EDUCATION OBJECTIVE: A discussion of the price of postage stamps will be followed by allowing each child to buy his own stamp for his/her letter.

ENVIRONMENTAL EDUCATION OBJECTIVE: Class interest will be created about community helpers by discussing the differences in the city and country postman, etc.

METHODS OF EVALUATION:

Teacher-made tests
Observation and class participation

UNIT OUTLINE

GRADE LEVEL: Second

CLUSTER: Personal Services

TITLE OF UNIT: Cosmetology

UNIT OBJECTIVE: Through research, interviews, field-trips, role-playing and classroom projects, the students will identify the educational requirements, skills and training needed for positions in the field of Cosmetology.

SUBJECT AREA OBJECTIVE:

Language Arts: Students will write letters of invitation and appreciation and conduct interviews with the resource persons. They will pronounce, understand, use and spell new terms related to cosmetology.

Mathematics: Students will make a list of appropriate prices for services rendered, count money and make change.

Health: The students will identify, list, and practice steps toward good grooming.

ACTIVITIES INCLUDED:

METHODS: Communications with parents about the unit will be made. A field trip will be taken to a local beauty shop and/or barber shop. Activities will be simulated in the classroom of cosmetology.

FOCAL POINT OF UNIT:
The students will gain hands-on experience as they simulate a Beauty Shop and/or a Barber Shop in the classroom.

RESOURCES: Beautician, barber, wigs, combs and brushes, art supplies

CONSUMER EDUCATION OBJECTIVE: Students will be aware of the prices rendered for different personal services and be aware of the importance of comparing prices of different shops.

CHARACTER EDUCATION OBJECTIVE: Students will be able to demonstrate their skills in manners, talking and listening by conducting an interview with a resource person in a proper technique.

METHODS OF EVALUATION:

Teacher observation of role-playing
Student participation
Written reports and exams
Over-all performance, interest, cooperation, enthusiasm.

UNIT OUTLINE

GRADE LEVEL: Second

CLUSTER: Consumer Homemaking and Related Occupations

TITLE OF UNIT: Clothing

UNIT OBJECTIVE: Students will gain an increased knowledge of the clothing industry as they simulate a clothing store in the classroom. Through research, interviews, field trips, simulation and hand-on-experience they will become aware of the advantages, rewards, and disadvantages involved in making all types of clothing.

SUBJECT AREA OBJECTIVES:

Language Arts: Students will list, pronounce and spell new terms associated with the production and distribution of clothing.

Art: Students will draw and explain various types of clothing related to a specific occupation.

Mathematics: Students will count money, add and substract using amounts of money.

ACTIVITIES INCLUDED:

METHODS: The children will make posters, role-play, simulate a department store, go on a field trip to a department store, and write stories of their experiences.

FOCAL POINT OF UNIT:
The students will gain meaningful knowledge from the simulated store.

Resources: Patterns, pictures from magazines, catalogs, art supplies, resource persons.

CONSUMER EDUCATION OBJECTIVE: Students will be more aware of the value and uses of money.

CHARACTER EDUCATION OBJECTIVE: Students will be able to demonstrate manners used by an effective salesperson at a clothing store.

ENVIRONMENTAL EDUCATION OBJECTIVE: The children will be aware of various plants and animals used to make clothing.

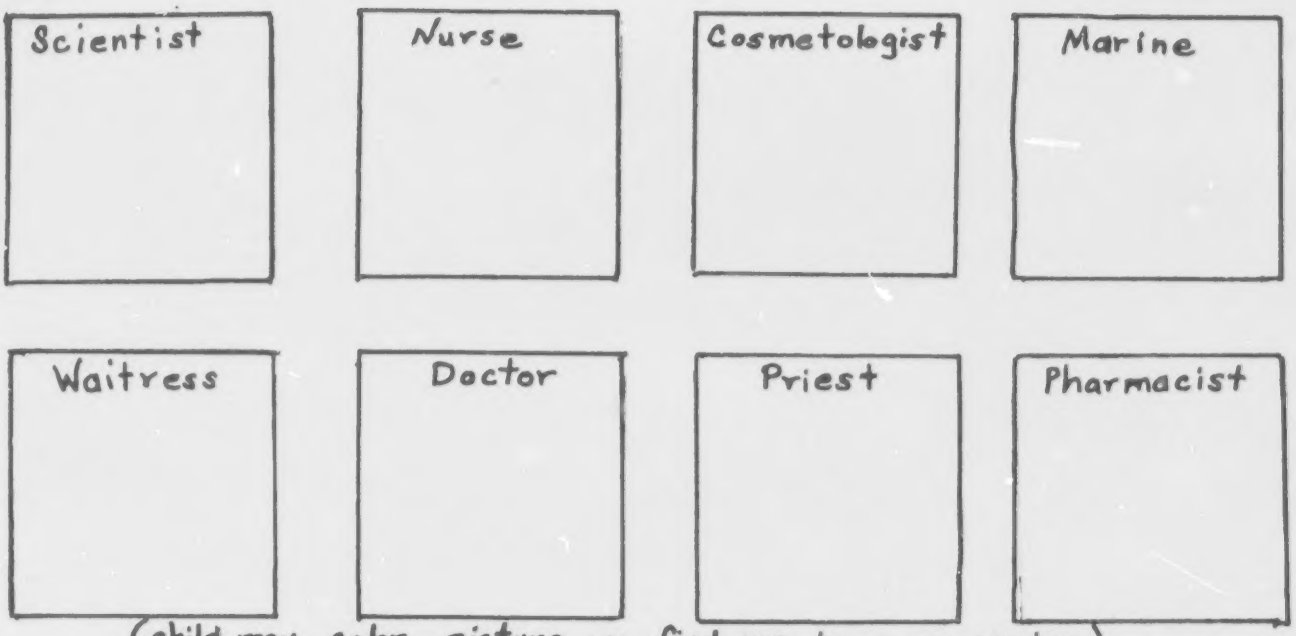
ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will be aware of the useful purposes of hemp and will briefly discuss how it is abused.

METHODS OF EVALUATION:

Teacher observation
Comparison of pre-test to post- test
Contribution in class discussion
Written stories and pictures
Over-all performance

Clothing Unit

When I Get BIG I Want To Be A



(child may color picture or find one in a magazine)

UNIT OUTLINE

GRADE LEVEL: Second

CLUSTER: Agribusiness

TITLE OF UNIT: The Farm and Farming

UNIT OBJECTIVE: Students will become more aware of the various aspects of the farm by studying the dependence of people on the farm and the work of the farmer.

SUBJECT AREAS OBJECTIVES:

Art:	Students will draw and color pictures of farm machinery, homes, animals and crops. They will make and illustrate folders in which work done during the unit will be placed. They will draw picutures of things seen on the field trip.
Language arts:	Students will learn to pronounce new words relating to the farm and will conduct an interview with a resource person and write letters of appreciation and invitations to those persons invited to the classroom.
Mathematics:	Students will make a list of amounts farmers receive from various crops and discuss labor costs and how larger quantities of seed and fertilizer help the farmer save money in the long run.
Science:	Students will identify and list the different types of soil and tell which ones will produce the healthiest plants. They will draw pictures of a a plant and show its parts and conduct an experiment using different types of soil.
Social Science:	Students will study areas of rainfall in the U.S. and places where irrigation is needed.

ACTIVITIES INCLUDED:

METHODS:	At the beginning of the unit, letters will be sent to parents telling them something of the unit of study and will be invited to serve as resource persons. There will be a field trip taken to a farm. The students will role-play the different job s.

FOCAL POINT OF UNIT:
Students will have a "Farm Day" where the parents will be invited to home-made ice cream and be able to see students dressed in the present and yesterday clothes of a farmer and see the work that has gone on.

RESOURCES: Parents, farmers and their wives, children, and the county extension agents.

STAFF DEVELOPMENT OBJECTIVE: Invite all the members of the faculty to culminating activity.

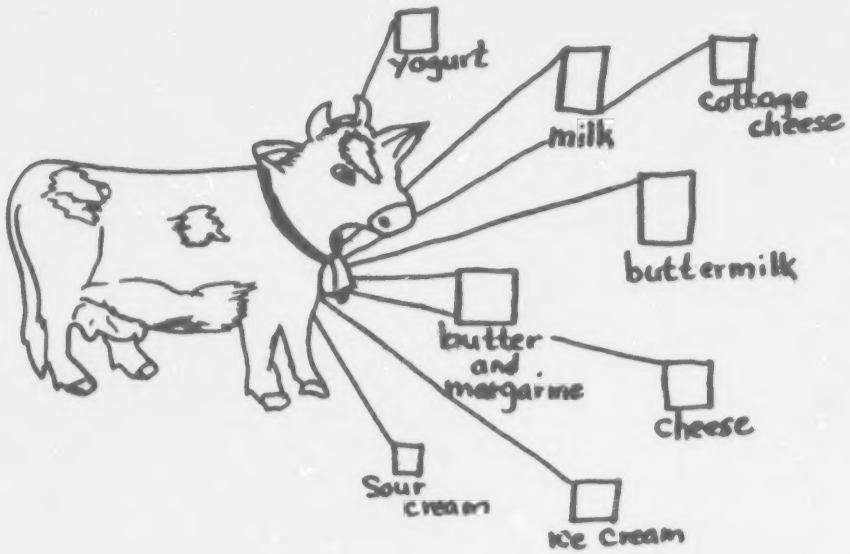
CONSUMER EDUCATION OBJECTIVE: Discuss prices of fruits and the vegetables from the supermarket and price to grow in one's own garden. Have a list of vegetables for children to find the price of when they go shopping with parent.

ENVIRONMENTAL EDUCATION OBJECTIVE: Discuss how the soil must be taken care of in order to produce to its potential.

METHODS OF EVALUATION:

Teacher observation
Student participation
Teacher-student conferences
Ability to work in groups
Teacher devised exams
Ability to conduct interviews

Milk Products



Containers of each milk product are stapled or thumb-tacked to the bulletin board. Yarn is used for the lines.

UNIT OUTLINE

GRADE LEVEL: Second

CLUSTER: Service Occupations, Agribusiness

TITLE OF UNIT: The Florist

UNIT OBJECTIVE: Students will become more aware of the various careers in the world of work by studying the opportunities available in this field and also learn the educational requirements, skills and training required for positions in this field.

SUBJECT AREA OBJECTIVES:

Art:	Students will draw and color pictures of workers and/or things found in a flower shop, parts of a plant, illustrate folders in which work will be kept. One section of the classroom will be secioned off and decorated as a Floral Shop.
Language Arts:	Students will learn to pronounce and spell new words relating to the florist, from a self-made list of related words. They will conduct an interview and later write letters to those persons invited to the classroom.
Mathematics:	Students will make a list of prices for the flowers and greenery in the simulated shop. They will compute the cost of various sizes of arrangments and compare prices of different sizes of seeds.
Science:	Students will identify, list and label the different types of soil and tell which ones will produce the healthiest plants. The class will plant flower seeds in milk cartons and participate in group discussions about the different stages of growth.

ACTIVITIES INCLUDED:

METHODS:	Parents will be invited to serve as resource persons. Students will grow their own plant. A visit to the Florist Shop will be made. A shop will be simulated in the classroom.

FOCAL POINT OF UNIT:
The students will share their simulation of the Shop with parents and students. A flower will be presented to all visiting parents. A skit will be presented.

RESOURCES:
Owner/Manager of a Florist or Greenhouse Florist
County Extension Agent
Parents who love to grow things

STAFF DEVELOPMENT OBJECTIVE: Invite all faculty members to partake in the culminating activity. If possible, have a samll flower for each faculty member.

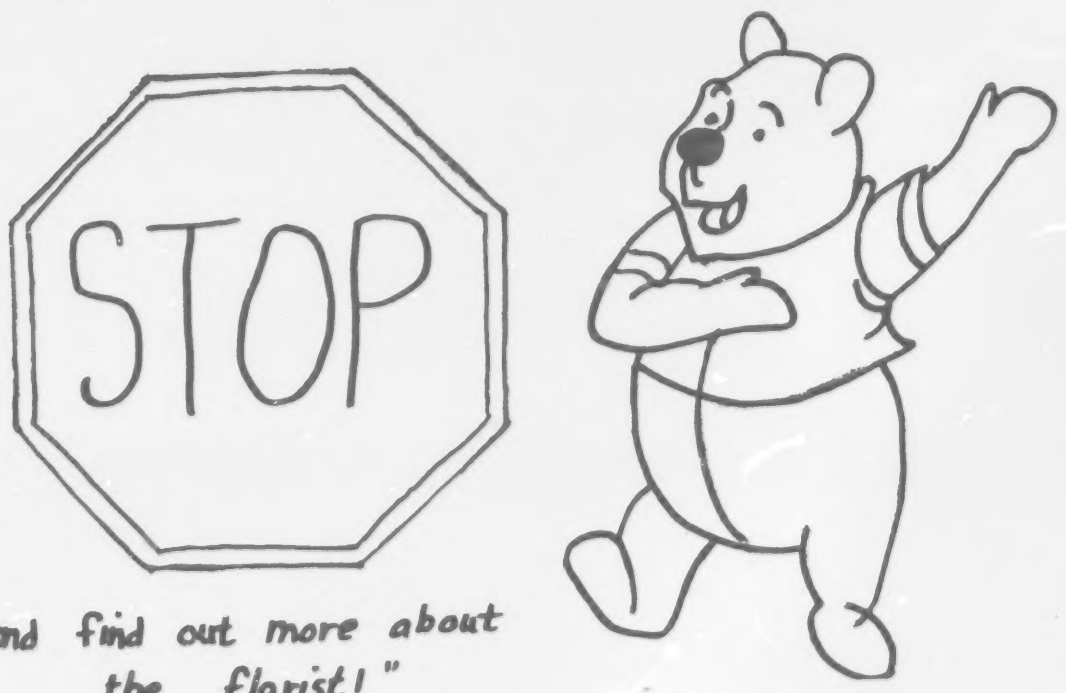
CONSUMER EDUCATION OBJECTIVE: Discuss prices of flowers and differences in costs of buying materials to grow flowers.

CHARACTER EDUCATION OBJECTIVE: Discuss the fact that having a good personality and type of dress is important to selling of flowers and how being a good businessman is a "must".

ENVIRONMENTAL EDUCATION OBJECTIVE: Discuss the beauty flowers play in our environment and have children make a display of wild flowers found in their community.

METHODS OF EVALUATION:

Teacher observation of role-playing
Student participation in group discussion
Teacher-student conferences
Ability to work in groups
Teacher devised exams
Participation in the simulated "shop"



UNIT OUTLINE

GRADE LEVEL: Second

CLUSTER: Public Service Occupation

TITLE OF UNIT: Postal Service

UNIT OBJECTIVE: The students will become more aware of the positive attitudes toward all types of work, and the service offered in different fields of the postal service. It will introduce and compare different skills and occupations found in this field.

SUBJECT AREA OBJECTIVES:

Language Arts: Students will learn to pronounce and spell some of the related words. They will write a story on the "Past, Present and Future" changes in the field of postal service. Students will learn to address envelopes, write letters and prperly mail them.

Mathematics: Students will list current prices for various services rendered in the postal services.

Art: The children will prepare a display of the postal service that most interests them.

ACTIVITIES INCLUDED:

METHODS: Resource people will be invited to attend the classroom. Students will do research in their libraries and do role-playing. They will visit local post offices and will sell stamps and sort mail in the classroom.

FOCAL POINT OF UNIT: Students will simulate a Post Office in the classroom.

RESOURCES: Bulletin boards, Postal Clerk, charts, art supplies, postcards,etc.

STAFF DEVELOPMENT OBJECTIVE: Teachers will enrich their own knowledge of the Postal Services and share these with their collegues.

CONSUMER EDUCATION OBJECTIVE: Students will become aware of the cost of running a Post Office and the cost of the equipment used in the Postal Services.

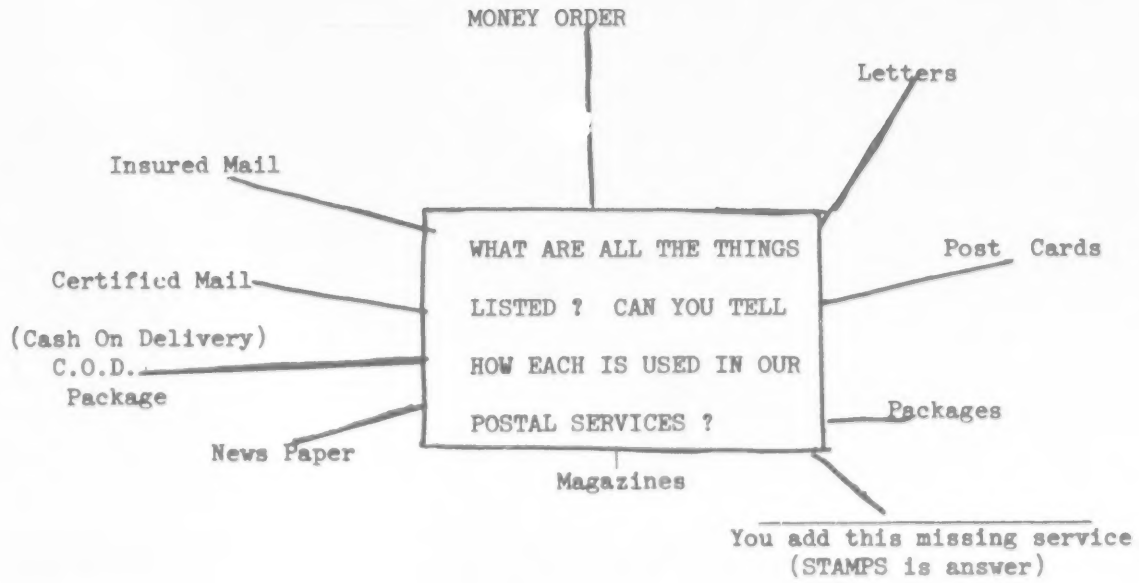
CHARACTER EDUCATION OBJECTIVE: The importance of honesty, having an education, dependability and bing punctual will be discussed.

ENVIRONMENTAL EDUCATION OBJECTIVE: The facts that postal Services have to be rendered in any type of weather will be discussed.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will learn that any type of alcohol or drug could endanger the lives of people the postman comes in contact with as well as himself.

METHODS OF EVALUATION:

Teacher observation of role-playing
Student participation in group discussions
Student interest



UNIT OUTLINE

GRADE LEVEL: Second

CLUSTER: Marketing and Distribution

TITLE OF UNIT: Learning About and Using Money

UNIT OBJECTIVE: Students will become more aware of the positive attitudes toward different types of work involved in the exchange of money and will be able to identify, count and exchange money.

SUBJECT AREA OBJECTIVES:

Language Art: Students will learn to write the different words pretaining to money and will role-play different people who exchange money. They will discuss the ways they can earn money and how they could spend it.

Mathematics: Students will do math work sheets pretaining to money and will list store items, their cost, price them and sell them.

Art: Students will make pictures and charts showing the values of coins. A survey of the class will be taken of how many students earn money and a chart made.

ACTIVITIES INCLUDED:

METHODS: Resource people will be invited to the classroom. Students will do role-playing. Students will visit local stores and a bank. They will talk with people in the bank and see the basic skills needed.

FOCAL POINT OF UNIT: Students will construct a store in the classroom and bring mock items to be sold.

RESOURCES: Clerks and workers in the bank, charts, pictures, bulletin boards and children's work including their store.

STAFF DEVELOPMENT OBJECTIVE: Enrich ones own knowledge of the use of money by sharing this knowledge with fellow teachers.

CONSUMER EDUCATION OBJECTIVE: Students will become more aware of inflation and the value of money.

CHARACTER EDUCATION OBJECTIVE: Honesty, education and dependability will be stressed.

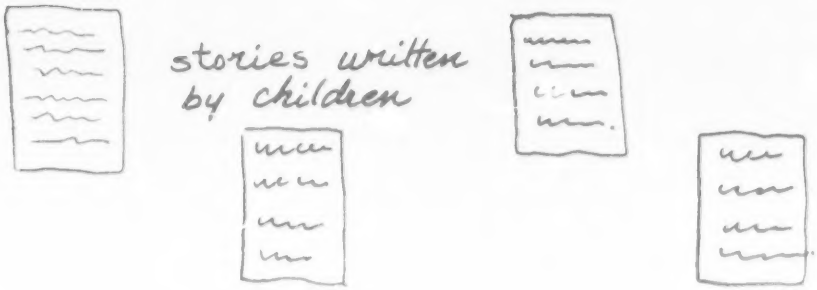
ENVIRONMENTAL EDUCATION OBJECTIVE: A discussion will be made of how money is used for yourself and your surroundings.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: The fact the professionals who deal with money would have to avoid the use of alcohol and drugs.

METHODS OF EVALUATION:

Teacher observation of role-playing
Student participation in group discussions
Amount of student interest shown
Work pretaining to math books and work sheets.

MY DAY OF SHOPPING



around these stories written by children put various pictures of grocery items brought to class by children.

UNIT OUTLINE

GRADE LEVEL: Second

CLUSTER: Marketing and Distribution

TITLE OF UNIT: General Store

UNIT OBJECTIVE: The students will become aware of the various careers by studying the job opportunities available in the general store, and create an awareness of recognizing skills needed to perform the job and to see a need to the concepts and symbols learned.

SUBJECT AREA OBJECTIVES:

Mathematics: Students will demonstrate their knowledge of the money exchange system by role-play. They will identify and list the products which are the best buy according to weight, and quality and compute the cost of items for a family of four. They will keep a record of the retail and wholesale costs.

Art: The students will use construction paper to make coins and paper currency. They will cut slogans and advertisements from the newspaper to help formulate their own.

Language Arts: The students will participate in group discussions about the duties and responsibilities of each worker in the store and will role-play one of the participants in the store and will learn new words related.

ACTIVITIES INCLUDED:

METHODS: The students will take a field trip to a local store. They will be given one dollar each to purchase whatever they would like. (This can be done in the simulated store)

FOCAL POINT OF UNIT:
The students will construct their own store in which they can go shopping.

RESOURCES: Managers of stores, art supplies, newspapers.

STAFF DEVELOPMENT OBJECTIVE: Members of the staff will have a written invitation from the students to visit and observe their "store".

CONSUMER EDUCATION OBJECTIVE: The children will learn the value of money and become aware of the cost of items in the general store, and they will become aware of their needs rather than their wants.

CHARACTER EDUCATION OBJECTIVE: Respect for others and their property will be taught.

ENVIRONMENTAL EDUCATION OBJECTIVE: The children will learn what types of foods can be grown in this area and will also find out what effect our climate has on food.

METHODS OF EVALUATION:

Teacher-made tests
Class discussion
Student interest

CUSTOMER IS THE BOSS
Customers look for better quality at lower prices.
SWGGO'S Vegetables 5¢
ROLLO'S Vegetables 7¢
But seller must make a profit or he may fail!

UNIT OUTLINE

GRADE LEVEL: Second

CLUSTER: Transportation

TITLE OF UNIT: Transportation, As Involves the School

UNIT OBJECTIVE: To assist the children in a better understanding of careers involving means of transportation, and to familiarize the children with the many aspects of transportation and their environment.

SUBJECT AREA OBJECTIVES:

Language Arts: As a variation, students may want to tell a story on a picture card.

Art: The students will prepare charts, murals and other supportive art works to accompy skits, etc.

Mathematics: The students will calculate the cost of operating a bus for one week.

Science: Models of various types of vehichles will be assembled.

Social Science: Students wil encouraged to create a model bus and write a story about it.

ACTIVITIES INCLUDED:

METHODS: Students will collect various toy vehicles and will watch related TV programs. They will related songs and play games concerned with transportation.

FOCAL POINT OF UNIT:
There will be bus transportation to a local farm or other point of interest.

RESOURCES: Bus driver, parents, milk truck driver, and other persons making deliveries to school.

STAFF DEVELOPMENT OBJECTIVE: Team teach with other second grade teachers, working closely with librarian in order to aquaint ones self with available materials.

CONSUMER EDUCATION OBJECTIVE: In Math., understand what values are placed on articles in transportation and what mode of transportation cost to operate.

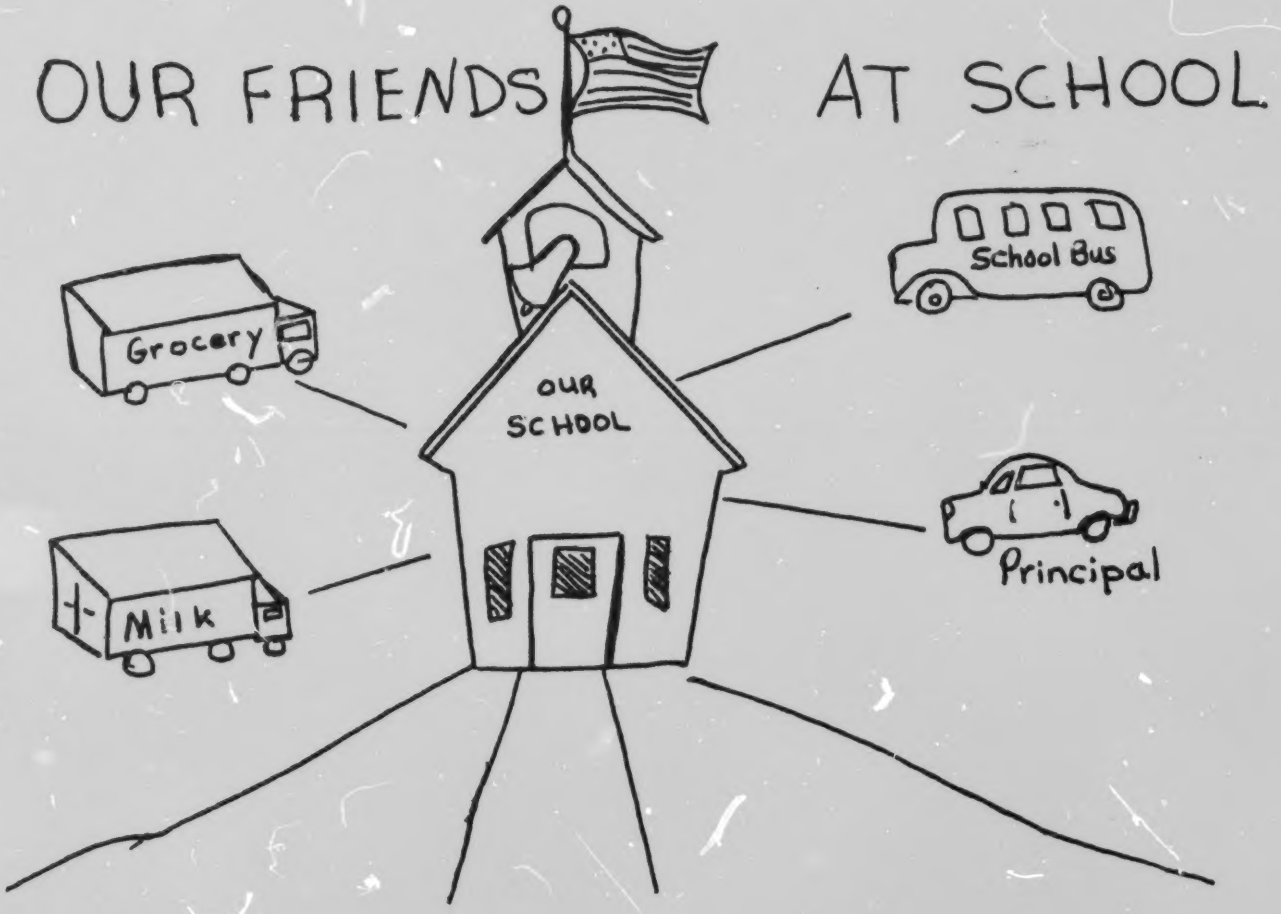
CHARACTER EDUCATION OBJECTIVE: Confront the children with what types of persons are wanted to work in driving, etc.

ENVIRONMENTAL EDUCATION OBJECTIVE: Discuss how people are served through transportation and make the children aware of the new modes of transportation.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Confront the children with the question, "What do you do if someone wants to sell you drugs?" Aquaint the children with some drugs.

METHODS OF EVALUATION:

Teacher observation
Reading articles written by themselves
Grading their own papers and other work
Have an art contest
Evaluate through participation and discussion



UNIT OUTLINE

GRADE LEVEL: Second

CLUSTER: Manufacturing

TITLE OF UNIT: The Bakery

UNIT OBJECTIVE: The students will learn about bakery products and the job opportunities available in the bakery. Most of the students will be able to identify the skills necessary for the various positions.

SUBJECT AREA OBJECTIVES:

Language Art: From a list of thirty words or more the students will pronounce and spell these words. They will conduct an interview using the proper techniques with the resource persons invited to the classroom. A language experience chart will be developed by the class.

Mathematics: The students will list prices and keep records of the products sold in the class room bakery. The children will bring to class newspaper or magazine articles relating to nutrition and bakery products They will compute retail and wholesale values of products.

Health: The class will discuss how certain bakery products are essential to good health and nutrition. Regulations will be discussed.

Art: The students will draw and color pictures depicting highlights of the field trip to a local bakery and will participate in the drawing and painting of a mural about the occupations in a bakery.

ACTIVITIES INCLUDED: The children will have a tasting party of donuts which they will make from canned biscuits. They will make variations.

FOCAL POINT OF UNIT: The students will be taken on a field trip to a local bakery and will simulate a bakery by selling products brought from home.

RESOURCES: Bulletin board, charts, resource persons, art materials, a local bakery, magazines, various baked goods from home.

STAFF DEVELOPMENT OBJECTIVE: The teacher will become more knowledgeable about the jobs in a bakery, the products and their nutritional value.

CONSUMER EDUCATION OBJECTIVE: The children will increase in their knowledge of the prices and nutritional values.

CHARACTER EDUCATION OBJECTIVE: The children will increase their skills in public relations by selling products and will develop and recognize the good grooming habits and sanitary preparation of food.

ENVIRONMENTAL EDUCATION OBJECTIVE: The class will discuss the growing of grains and other ingredients necessary in making bakery goods.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: A discussion of the fermentation process will be made by the students as related to the making of bread.

METHODS OF EVALUATION:

Teacher observation of role-playing activities
Student participation in group discussion
Ability to work cooperatively in groups
Participation in the simulation of the classroom bakery
Teacher-made knowledge evaluations

Here's A Poppin' Fresh Idea...

Words for Thought

* words to be supplied by the class

UNIT OUTLINE

GRADE LEVEL: Second

CLUSTER: Fine Arts And Humanities

TITLE OF UNIT: The Theatre

UNIT OBJECTIVE: The students will be able to identify the job opportunities , the educational requirements, skills, and training needed for the various positions in theatre.

SUBJECT AREA OBJECTIVES:

Language Arts: Students will show an increase in vocabulary by spelling words from a self made list and will be able to identify and describe five pieces of equipment used in the production of the play. The students will conduct an interview using the proper techniques with the resource person and will write invitations and thank you notes to those persons invited to the classroom. They will be responsible for printing tickets and writing a thank you note to the college that helped.

Mathematics: The students will demonstrate their awareness of the monetary exchange system by selling tickets for the performance, keeping a record of the transactions, and computing the profits using addition and substraction skills.

Social Science: The class will have a group discussion on the history of the Theatre.

Art: The students will make stick puppets and plan and decorate his own stage constructed from a shoe box. They will draw and color advertisements for the class production to be sent home to the parents. They will draw a mural depicting scenes from the play.

ACTIVITIES INCLUDED:

METHODS: The students will select a play, audition for roles, and rehearse for the class production. Murals will be drawn and props constructed for the drama.

FOCAL POINT OF UNIT: Students will be taken to see a stage production presented by a local college. They will be allowed to go backstage and discuss with the workers the different roles and responsibilities.

RESOURCES: Encyclopedia, art materials, copies of s play, bulletin board, play money, resource persons and the Drama Club of a college or high shcool.

STAFF DEVELOPMENT OBJECTIVE: The teacher will gain knowledge about the productions of plays and the jobs available in the theatre.

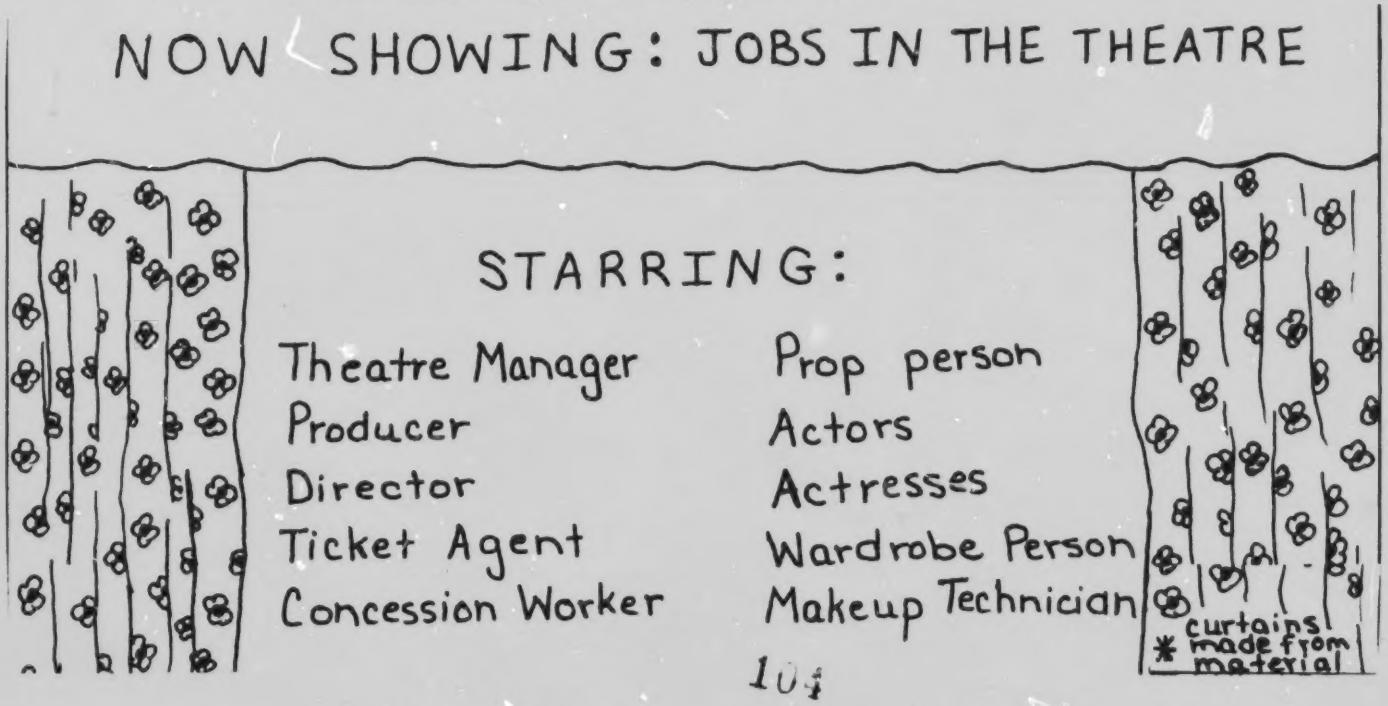
CONSUMER EDUCATION OBJECTIVE: The children will be responsible for planning and obtaining refreshments for the concession stand.

CHARACTER EDUCATION OBJECTIVE: The children will improve their skills for group interaction and will recognize the necessity for such personal traits as dependability and self-discipline.

ENVIRONMENTAL EDUCATION OBJECTIVE: The class will discuss the natural surroundings of an open theatre.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: The students will be made aware of the law prohibiting smoking in a theatre and the reasons behind it.

METHODS OF EVALUATION:
Student participation in group discussion
Ability to work cooperatively in groups
Participation in the production of the play
Ability to conduct interviews
Teacher devised knowledge evaluations



RAILROAD WORKERS

GRADE LEVEL: Third Grade

CLUSTER: Transportation

UNIT TITLE: Railroad Workers

UNIT OBJECTIVE: The children will become more aware of the various career opportunities available in the Railroad fields.

SUBJECT AREA OBJECTIVES:

Art:
- Prepare a scrapbook containing pictures of different kinds of trains and types of work or services which they perform.
- Draw pictures of railroad workers performing various duties.
- Help prepare a simulated activity of a railroad train.
- Make small trains out of construction paper.

Language Arts:
- Pronounce twenty new words relating to the railroad.
- Spell and define correctly fifteen of those twenty words.
- Write a short story about "If I Worked on the Railroad."
- Conduct an interview with a resource person, using proper interview techniques.
- Write invitations and letters of appreciation to those invited to the classroom.
- Role-play different workers that work on the Railroad.

Math:
- Campare various salaries of railroad employees.
- Use money to purchase tickets for different trains going different places.
- Discuss the importance of telling time as related to schedules and different time zones.

Social Studies and Health:
- Discuss the importance of railroad workers and how they help the public.
- Identify and list the career name and responsibilities of at least five railroad workers.
- Compile a list of services provided by railroad workers.
- Find and discuss some current events from newspapers about local railroads.

Science:
- Discuss the difference between steam, diesel and electric trains.
- Compare early model trains to modern trains.

ACTIVITIES INCLUDED:

Communication to the parents.
The Class will be taken to visit a Railroad Station.
Students will role-play different railroad workers.
Students will simulate a train and a Railroad Station in the classroom.

RESOURCES:

Resource Persons:

1. Brake-operator
2. Flap Person
3. Conductor
4. Engineer
5. Mechanic
6. Yard Clerk

Visuals:

1. Bulletin Boards
2. Charts
3. Maps
4. Model Trains
5. Children's art work
6. Posters
7. Pictures
8. Newspaper Articles
9. Films and Books

STAFF DEVELOPMENT OBJECTIVE: Teachers sharing ideas and materials.

CONSUMER EDUCATION OBJECTIVE: Students will better understand how the the railroad helps our industries and businesses by transporting their goods.

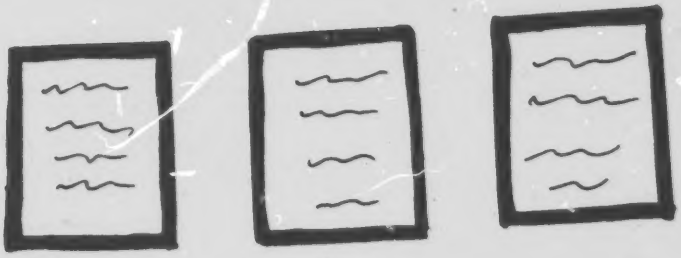
CHARACTER EDUCATION OBJECTIVE: Students will be shown by it is important for Railroad Workers, as well as any other workers, to be considerate of each other and to work together in harmony.

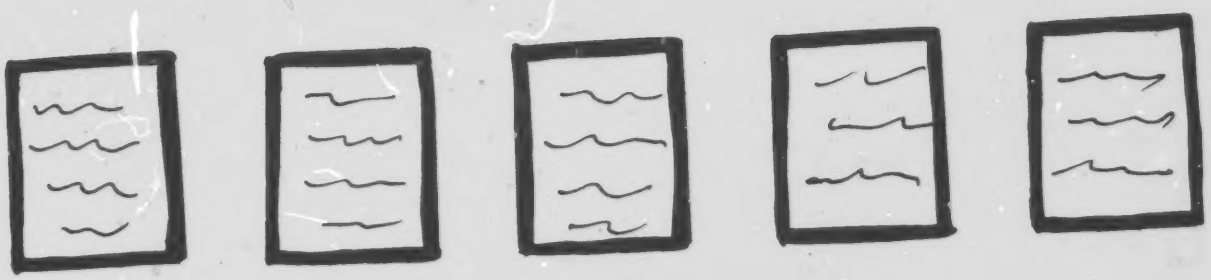
ENVIRONMENTAL EDUCATION OBJECTIVE: Students will be made aware of how important our Railroads are to us especially in times of our energy shortage.

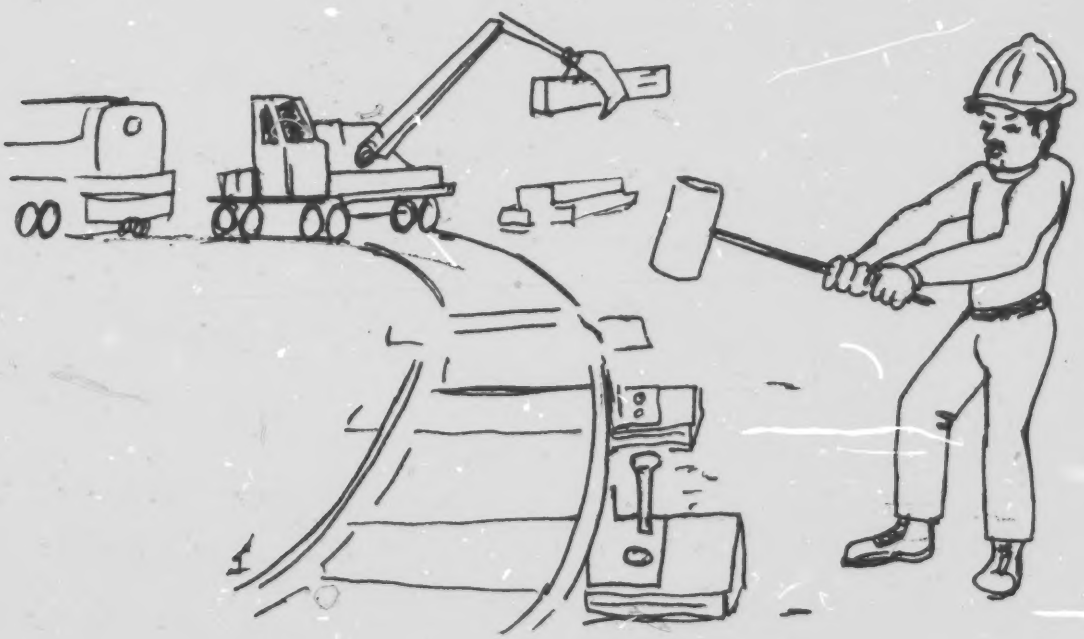
ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will be made aware of how dangerous it would be for a person using alcohol or drugs to be working on or around railroads.

EVALUATION: Students will be evaluated on: teacher observation, student participation, teacher made tests, and over all performance.

Some Work to Toot About!







PUBLIC SERVICE CAREERS

GRADE LEVEL: Third Grade

CLUSTER: Public Service Occupations.

UNIT TITLE: Public Service Careers

UNIT OBJECTIVE: The students will become more aware of the various careers in the world of work, by studying the career opportunities available in Public Service.

SUBJECT AREA OBJECTIVES:

Reading:
Read articles about Public Service Careers and give reports to the class.
Improve library skills by researching for specific information about one or more public service workers.
Write short scripts of public service careers for role-playing.

Spelling:
Pronounce twenty-five new words relating to public service, from a self made list of thirty.
Define fifteen words from the word list using the dictionary.

Language Arts:
Match careers with duties when given a matching list.
Conduct an interview with a resource person, using proper interview techniques.

Math:
Compare salaries of various public service employees.
Students will devise word problems related to the duties of public careers.
Compute the total working hours of a favorite public employee, working eight hours a day, five days a week for a period of two weeks.

Art:
Draw and paint a bulletin board of different public service employees performing their daily duties.
Make a map of the county and put pictures of public workers in the areas where they work.
Make folders to illustrate highlights of field trips and written materials used in the unit.

FOCAL POINT OF UNIT:
Preparing a bulletin board of Public Service Employees performing their jobs.

RESOURCES:

Resource Persons:

Police Officer	Sanitation Worker
Mayor	Inspector
Postal Worker	Bus Driver

Visuals

Transparencies	Bulletin Boards
Charts	Children's art work

STAFF DEVELOPMENT OBJECTIVE: To become aquainted with materials on Public Service Careers located in our school library.

CONSUMER EDUCATION OBJECTIVE: The students will become aquainted with the role of Public Service.

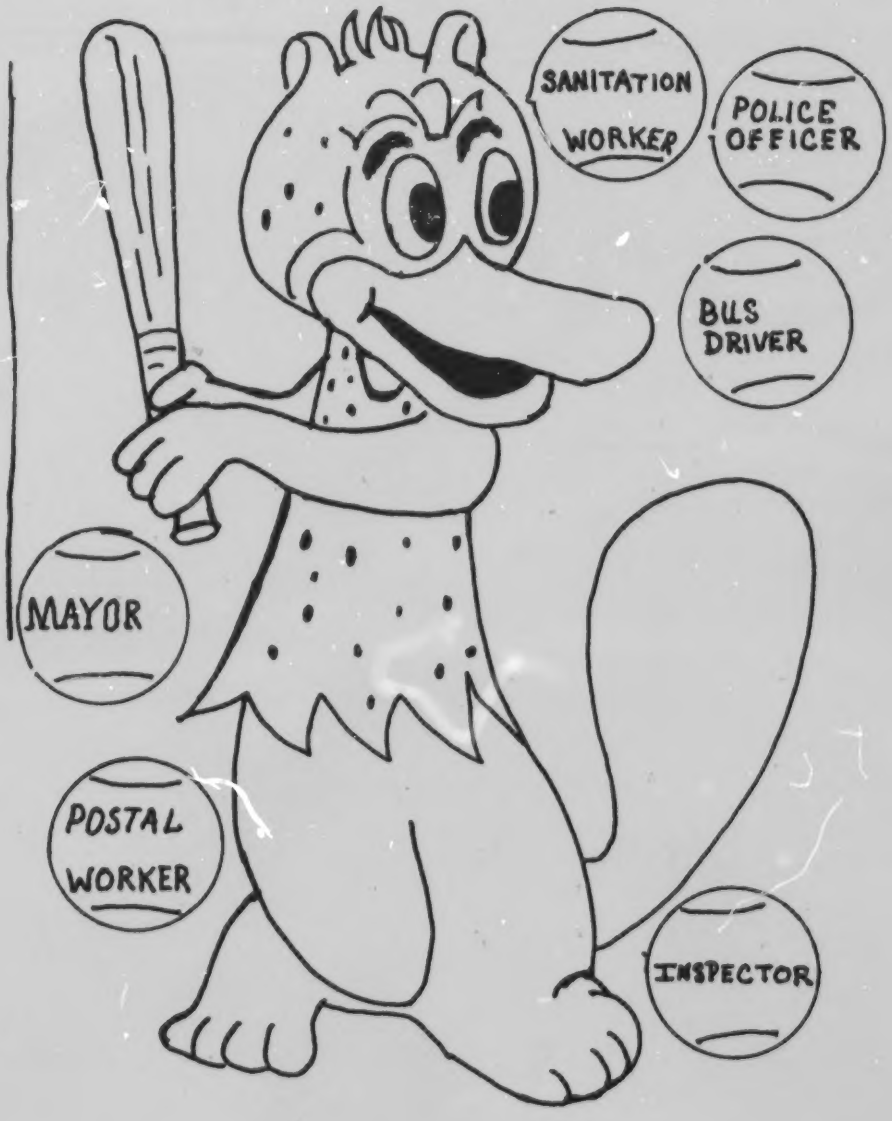
ENVIRONMENTAL EDUCATION OBJECTIVE: Students will become aware of the phases of public service and the way they affect our everyday lives.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Each student will realize the importance of the rules of the courts in dealing with alcohol and drugs, and how helpful some of the employees can be in dealing with them.

METHODS OF EVALUATION:

1. Pretest and post-test
2. Class participation
3. Teacher devised exams
4. Demonstration of skills and knowledge aquired during the unit.

MAKE A HIT FOR A CAREER IN PUBLIC SERVICE



THE MEAT INDUSTRY

GRADE LEVEL: Grade Three

CLUSTER: Agribusiness, Manufacturing, and Distribution

UNIT OBJECTIVE: Students will become more aware of the careers available in the Meat Industry.

SUBJECT AREA OBJECTIVES:

Language Arts:
- Pronounce twenty new words relating to the meat industry.
- Spell those twenty words.
- Write letters to meat companies requesting specific information.
- Conduct an interview with a resource person, using proper interview techniques.
- Write invitations and letters of appreciation to those persons invited to the classroom.
- Write a short story on "Various Cuts Of Meat."
- Role-play different workers in the meat industry.

Math:
- Prepare a price list for meat displayed in the market.
- Solve addition and subtraction problems involving prices.
- Label meat with correct weight and prices.
- Use Weighing scales.
- Discuss why various cuts of meat differ in price.
- Compute the average cost of meat for a family of four for one week.
- Give proper change and collect money from sales (Using play money).

Social Studies and Health:
- Explain by using pictures and in writing the processes of getting meat ready for the table.
- Discuss the importance of why meat is inspected by the U.S. Department of Agriculture.
- Display a large map of the U.S. indicating where different types of meat is raised and how it is processed.
- Identify and list career responsibilities for at least four workers.
- Demonstrate charts illustrating the different cuts of meats.
- Match from a given list, the cut of meat name with the animal from which it came.
- Discuss the nutritious value of meat in the diet.

Art:
- Paint a wall mural depicting the steps in raising, butchering, and packaging meat.

Prepare pictures showing different cuts of meat to be used in the simulated meat market.
Make signs and posters advertising the meat market.
Prepare the simulated meat market activity for persentation to visitors.

ACTIVITIES INCLUDED:

Field trips with hand-on-activities, role-playing of various jobs related to the Meat Industry.

FOCAL POINT OF THE UNIT: Simulation of a meat market in the classroom.

RESOURCES:

(Human) - Parents, meat sales persons, farmers, butcher, meat manager.

(Community) - Local supermarkets, farm, meat processing plant.

(Materials) - Bulletin Boards, charts, films, books, and pamphlets.

STAFF DEVELOPMENT OBJECTIVE: To use library in search of materials relevant to this unit and to find and contact resource people who are available in the Meat Industry.

CONSUMER EDUCATION OBJECTIVE: To help students become aware of how to shop for good prices and good quality in meats.

CHARACTER EDUCATION OBJECTIVE: To instill in students cooperative attitudes, behaviors, and work habits as they participate in class discussions, field trips, and group activities.

ENVORONMENTAL EDUCATION OBJECTIVE: To encourage students to observe carefully while on the field trips the various things they may see which are related to the Meat Industry and the vast opportunities found in their surrounding environment which may affect the manufacturing of meat products.

METHODS OF EVALUATION:

Teacher observation of role-playing.
Student participation in group discussions.
Teacher-Student conferences.
Ability to work cooperatively in groups.
Participation in simulating a meat market in the classroom.
Teacher made tests.
Ability to conduct interviews.
Over-all performance.

KINDS OF MEAT

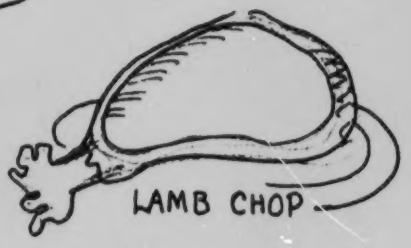
PORK
(pigs & hogs)

LAMB - under 1yr. old

MUTTON - over 1yr. old

VEAL - 2-14 - weeks old

BEEF - over 14 weeks old



THE DENTIST

GRADE LEVEL: Third Grade

CLUSTER: Health Occupations

UNIT TITLE: The Dentist

UNIT OBJECTIVE: The children will become aware of various skills necessary to care for the teeth. The students will become more aware of the different occupations in the field of dental health.

SUBJECT AREA OBJECTIVES:

Art:
Students will prepare a scrapbook on dental hygeine.
Students will make a chart of good and bad dental habits.
Students will prepare a bulletin board for the unit.

Language Arts;
Each student will learn to pronounce and spell new words relating to dental health.
Students will learn to conduct an interview with a resource person.
Students will write invitations and letters of appreciation to resource persons who visit the classroom.
Role-playing of different workers and class will present a play entitled, "The Toothache Mystery," as a chapel program.

Math;
Each student will become aware of various dental services. Discuss and solve problems related to dental hygiene.
Children will learn to make a graph on students teeth brushing records.

Science:
Each student will identify names and functions of teeth.
Each student will learn the process of x-raying.
Each student will learn the importance of flouride.

Social Studies and Health:
Each student will learn to brush and floss teeth correctly.
Each student will learn three workers involved in dentistry.

ACTIVITIES INCLUDED:

A trip to the dental office. Students will practice proper dental care in the classroom. Students will participate in role playing.

FOCAL POINT OF UNIT:
Resource person and play.

RESOURCES:

1. Dentist
2. Receptionist
3. Dental Assistant
4. Dental Hygienist
5. Bulletin Boards
6. Models of Teeth
7. Children's Art Work
8. Books
9. Films and Charts

STAFF DEVELOPMENT OBJECTIVE: Teacher sharing ideas and materials.

CONSUMER EDUCATION OBJECTIVE: Each Student will become aware of the cost for dental health care.

CHARACTER EDUCATION OBJECTIVE: Each student will become aware of the importance of good dental hygiene.

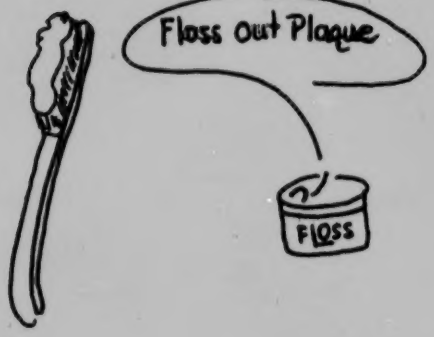
ALCOHOL AND DRUG EDUCATION OBJECTIVE: The students will understand about alcohol and drugs through information taken from our health class.

CAREER EDUCATION OBJECTIVE: Each student will identify various careers within the field of dentistry.

METHODS OF EVALUATION: Students interest in unit, class discussion, and teacher made test.

"Allie Croc" and "Buddy Bird" Says To;

1. Brush and Floss



2. Visit your Dentist

3. Eat good foods

COAL MINING

GRADE LEVEL: Third Grade

CLUSTER: Manufacturing

TITLE OF UNIT: Coal Mining

UNIT OBJECTIVE: The students will become aware of the various occupations in the world of work by studying the jobs in the Coal Mining Industry. The students will increase this awareness through research, interviews, fieldtrips, role-playing, and classroom projects.

SUBJECT AREA OBJECTIVES:

Language Arts:
- Pronounce and spell twenty new words related to Coal Mining from a a self made list of thirty words.
- Write letters to Coal companies requesting films and specific information about mining.
- Conduct interviews with resource people using proper interviewing techniques.
- Write letters of appreciation to those persons invited to the classroom.
- Write a story on "What If There Were No Coal?"
- Write a one page report on some aspect of Coal Mining using research materials.
- Role-play different workers after simulating a coal tipple in the classroom.

Math:
- Compute the salaries of several coal mining occupations.
- Compute prices of coal per ton.
- Compute the weight of a ton of coal.
- Compute the weight of a coal truck.
- Compute the number of hours employees work per week.
- Compute the number of tons of coal a truck can haul at one load.

Science:
- Research and report how science has helped the mining industry through new technology in producing more coal.
- List and display by charts the by-products made from coal.
- Match equipment with its function when given a test.
- Use a microscope to study a sample of coal and identify two types of coal.

Social Studies and Health:
- Identify and list the responsibilities of five workers involved in Coal Mining.
- Demonstrate charts illustrating safety equipment and safety practices used by miners.

Discuss the various means of transportation of coal.
Use a map to indicate the geographic areas of the state where the coal industry is conducted.

Art:
Draw and paint a bulletin board illustrating coal miners performing tasks in all areas of coal mining.
Display different types of coal.
Make charts with captions showing the by-products of coal.

ACTIVITIES INCLUDED:

Field trips, hands-on-activities, role-playing of careers related to coal mining.

FOCAL POINT OF THE UNIT: Simulation of a coal tipple with students role-playing careers and the loading and unloading of coal trucks into a hopper by using large toy scoop-shovel loaders and dump trucks.

RESOURCES:

(Human) - Miner, mining inspector, truck driver, mining engineer, mechanic, electrician, machine operator, weigh person, foreman, and time keeper.

(Community) - Visit a local coal tipple in operation.

(Materials) - Bulletin Boards, charts, children's art work, safety equipment, toy models of mining tools, filmstrips, books, mine journals, newspapers, and magazines.

STAFF DEVELOPMENT OBJECTIVE: To do research in order to find information, materials, books, and resource persons to use in the teaching of this unit.

CONSUMER EDUCATION OBJECTIVE: To help students be able to compute salaries with a given rate per hour/day, compare prices of the various grades of coal and calculate the number of tons a truck can haul in one load.

CHARACTER EDUCATION OBJECTIVE: To encourage cooperative endeavor and positive attitudes in students as they work in groups and participate in field trips so as to try to motivate them in the pride of coal mining and its related careers.

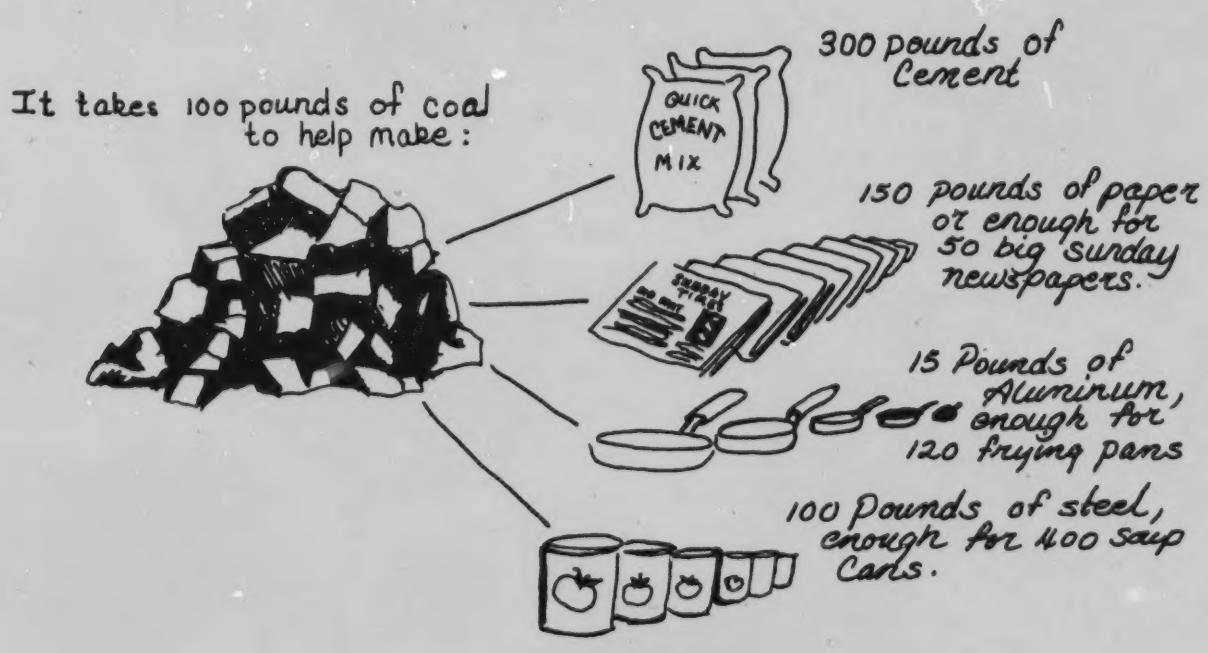
ENVIRONMENTAL EDUCATION OBJECTIVE: To make students conscious of their environmental surroundings which are affected by the coal mining industry such as jobs available, strip mining, land restoration, and the uses of coal for energy and other by-products.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: To help students become aware of the dangerous effects the consumption of alcohol and/or drugs could have on the coal mining operation regarding safety practices using equipment and general duties of a coal miner.

METHODS OF EVALUATION:

Teacher-devised tests
Oral and written reports.
Behaviors on trips as observed by teacher.
Participation in class and group activities.
Attitudes of students as observed by teacher.

BLACK MAGIC


It takes 100 pounds of coal to help make:
300 pounds of Cement
QUICK CEMENT MIX
150 pounds of paper or enough for 50 big sunday newspapers.
15 Pounds of Aluminum, enough for 120 frying pans
100 Pounds of steel, enough for 1100 soup Cans.

THE LIBRARY

GRADE LEVEL: Third Grade

CLUSTER: Communication and Media

TITLE OF UNIT: The Library

UNIT OBJECTIVE: The students will become more aware of the library and the various careers in the world of work. Through interviews, research, role-playing, class projects and studying the materials available in the library they will increase their self-knowledge and skill-awareness. Students will identify educational requirements, skills and training required for positions in the library.

SUBJECT AREA OBJECTIVES:

Reading:
Give a short report on a book he has read.
Recite and know meanings of words on the vocabulary list.

Math:
Compute the cost of publishing a class book.
Measure the dimensions of a card in the card catalogue.

Spelling:
Be familiar with the spelling of authors and titles of favorite books.
Learn to spell correctly words from the list of library terminology.

Language Arts:
Conduct an interview with a resource person, using proper interview techniques.
Write a brief story on "What If There Were No Libraries?" using proper sentence structure, word usage, punctuation, and capitalization.

Art:
Complete a library skills booklet.
Draw library posters and charts.
Draw a wall mural pertaining to the library.

FOCAL POINT OF THE UNIT: Simulate a library in the classroom and perform its functions.

RESOURCES:

Resource Persons:
- School Librarian
- Bookmobile Librarian
- Public Librarian

Visuals:
- Bulletin Boards
- Charts
- Mural
- Books (written by students)

STAFF DEVELOPMENT OBJECTIVE: To become aquainted with materials located in the library.

CONSUMER EDUCATION OBJECTIVE: Each student will be informed of the cost involved in publishing and purchasing books.

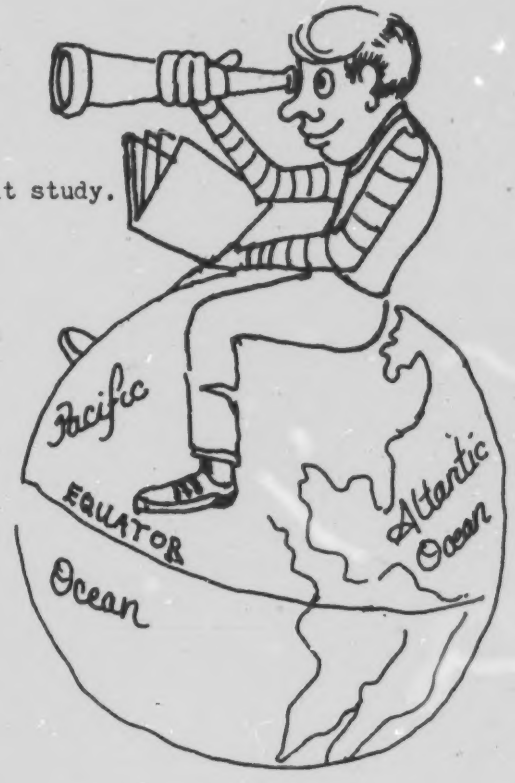
CHARACTER EDUCATION OBJECTIVE: Students will become aware of the correct use of books and the correct attitudes to have in the library.

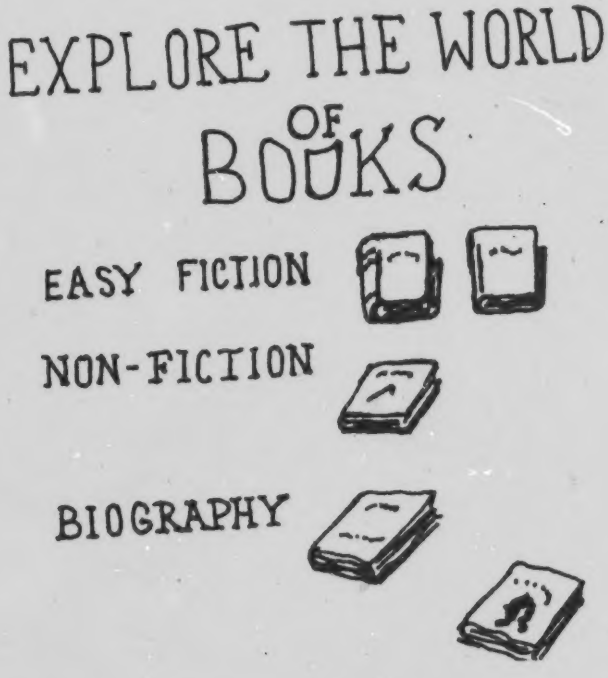
ENVIRONMENTAL EDUCATION OBJECTIVES: Students will become aquainted with the typical floor plan of a library.

ALCOHOL AND DRUG EDUCATION OBJECTIVES: Each student will become aware of materials available in the fields of alcohol and drugs in our library.

METHODS OF EVALUATION:

Teacher observation of role-playing
Student participation in group discussion.
Teacher devised exams.
Ability to conduct interviews.
Teacher - student conferences.
Over-all performance and interest during unit study.





TRANSPORTATION

GRADE LEVEL: Third Grade

CLUSTER: Transportation

UNIT TITLE: Land Transportation

UNIT OBJECTIVE: The students will become more aware of various jobs involved in land transportation.

SUBJECT AREA OBJECTIVES:

Art:
- Draw his favorite mode of transportation.
- Prepare a mural of the various types of transportation from early days to the present.
- Prepare charts.

Language Arts:
- Prepare a list of interview questions.
- Write reports on various topic related to transportation.

Math:
- Calculate the cost of operating a car, truck, or a tractor for a week.

Science:
- Make or assemble models of various types of land transportation vehicles.

ACTIVITIES INCLUDED:

- Field Trips
- Bulletin Boards
- Songs
- Making Charts
- Films
- Murals of jobs studies
- Games
- Play
- Make table model of city

FOCAL POINT OF UNIT:
Trip on bus to various places, bus station, highway department, or a car lot.

RESOURCES:
- Taxi Driver
- Miner
- Truck Driver
- Bus Driver
- Car Salesman
- Engineer

STAFF DEVELOPMENT OBJECTIVE: Involving other members of the staff in the unit, in collecting, combining, and organizing materials.

CONSUMER EDUCATION OBJECTIVE: To compare prices of different means of transportation and to find out which is more economical to use.

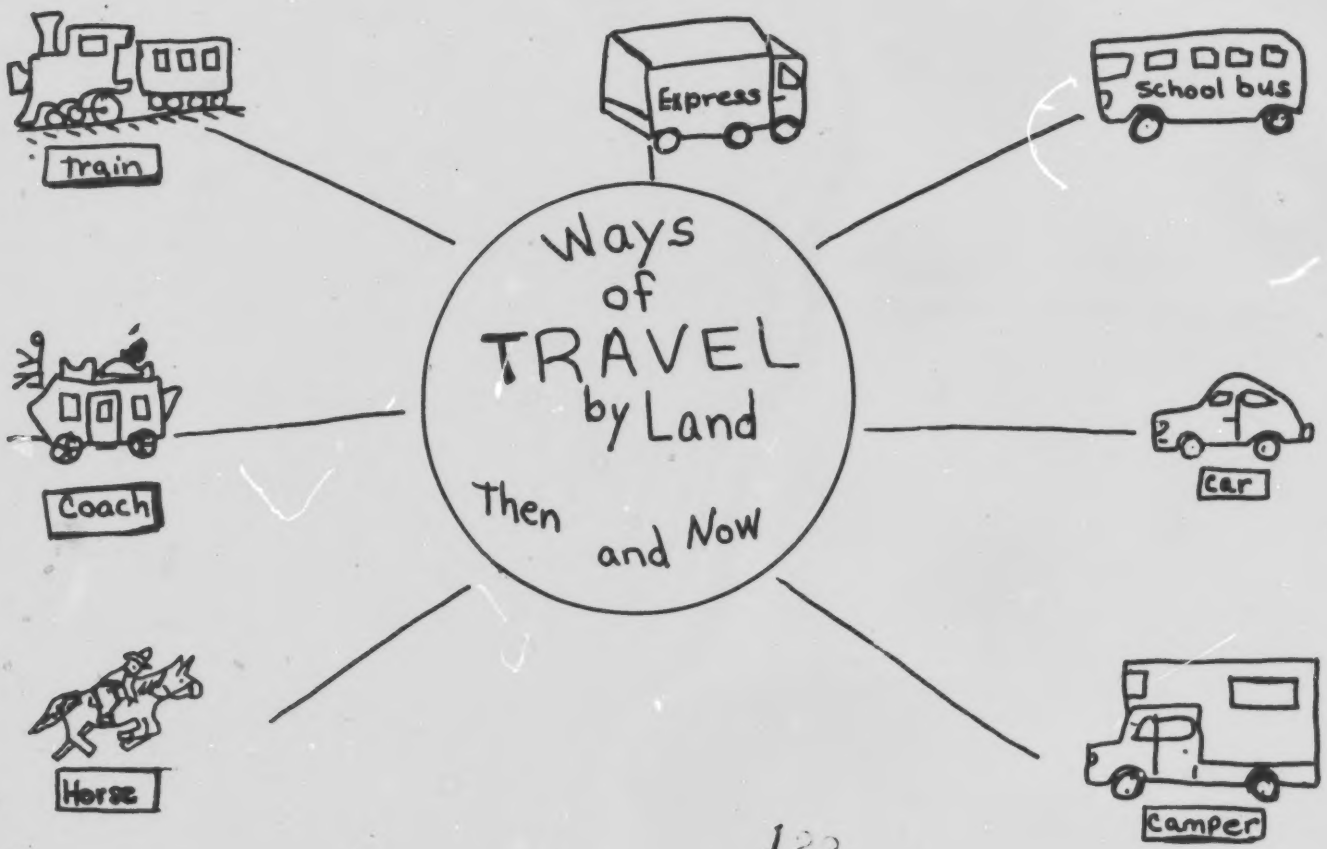
CHARACTER EDUCATION OBJECTIVE: When interviewing a resource person find out the qualifications that are required for the job.

ENVIRONMENTAL EDUCATION OBJECTIVE: To make the children become more aware of both the abuses and uses of natural resources.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: To help the child see how society looks upon one who drinks and the problems that onw would encounter on the job.

METHODS OF EVALUATION:

- Written and oral test
- Class participation
- Observation
- Art contest
- Children folders and work
- Discussion
- Written and oral reports



POST OFFICE

GRADE LEVEL: Third Grade

CLUSTER: Communication and Media

UNIT TITLE: Post Office

UNIT OBJECTIVE: To familiarize the third grade students with the postal system as a community service and become aware of the job opportunities available in the postal department.

SUBJECT AREA OBJECTIVES:

Math:
Learn zip codes for their area and how they are important to the postal system.
Giving the correct change when selling stamps and money orders made by the students.

Art:
Make their own postal stamps and post cards.
Prepare charts how a letter travels.
Prepare a chart of the correct letter form.
Make their own mailbox.

Language Arts:
Be able to identify workers in the post office.
Write a story about the field trip to the post office.
Conduct an interview with a resource person.

Spelling:
Spell fifteen words from self-made list.

ACTIVITIES INCLUDED:

Visit a post office.
Make charts of how to write a letter.
Make classroom mailbox.
Learn the values of coins by buying stamps.

FOCAL POINT OF UNIT:
To mail a letter to their parents, the visit to the post office and simulating a post office in the classroom.

RESOURCES:

Postmaster	Clerk
Mail Carrier	Stamp Collector

STAFF DEVELOPMENT OBJECTIVE: Team teaching and working with the principal on details of unit. Assistance of the librarian with films and books.

CONSUMER EDUCATION OBJECTIVE: Make students aware of what it cost the public to have a postal system.

CHARACTER EDUCATION OBJECTIVE: To convey the idea to the children that government workers are special skilled people with outstanding behavioral attitudes.

ENVIRONMENTAL EDUCATION OBJECTIVE: Present the problem: What to do with the unnecessary mail. Aquaint the children with the mailing list.

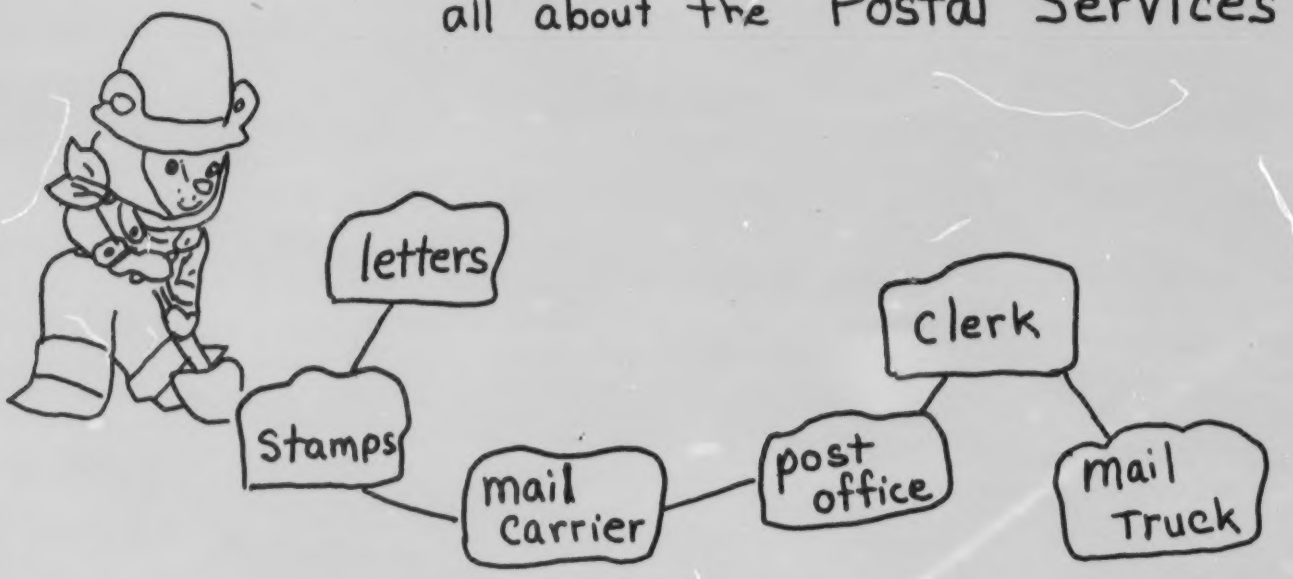
ALCOHOL AND DRUG EDUCATION OBJECTIVE: To help the child see what alcohol or drugs would do to people in any responsible position.

METHODS OF EVALUATION:

Class Discussion
Role-playing: sorting letter, delivering mail.
Oral or written reports
Teacher observation
Teacher make tests
Mastery of new words
Students participation in group activities

We Dig in and Learn

all about the Postal Services



LAW ENFORCEMENT

GRADE LEVEL: Third Grade

CLUSTER: Public Service Occupations

UNIT TITLE: Law Enforcement

UNIT OBJECTIVE: The students will become more aware of the various career opportunities available in the field of Law Enforcement. Through research, interviews, fieldtrips, role-playing, and classroom projects, they will increase their knowledge of jobs related to Law Enforcement.

SUBJECT AREA OBJECTIVES:

Art:
- Prepare a scrapbook showing things which are lawful and things which are unlawful.
- Draw pictures of the entire police department performing their various duties.
- Help prepare the simulated activity of a Police Station.

Language Arts:
- Pronounce twenty new words relating to law enforcement.
- Spell fifteen of these twenty words correctly.
- Write letters to local, state, and federal law enforcement agencies requesting pamphlets and literature.
- Conduct an interview with a resource person, using proper interview techniques.
- Write invitations and letters of appreciation to those persons invited to the classroom.
- Write a short story on "Why I Want to be a Policeman" or "Why I Would Not Not Want to be a Policeman."
- Role-play different workers in law enforcement.

Math:
- Compute and compare various fines.
- Compare salaries of a county sheriff with a state policeman.

Science:
- Research and report how science aids law enforcement officers through new technology in solving crimes.
- Demonstate finger printing by using an ink pad to make prints of each other.

Social Studies-Health:
Illustrate the different roles of law officials through the use of charts and bulletin board displays.
Match careers with duties when given a matching list.
Discuss the duties of law enforcement officers as they relate to the protection of our society.
Discuss the qualifications of law officials.

ACTIVITIES INCLUDED:

There will be communication to the parents throughout the unit.
The class will be taken to visit a police station.
Students will role-play different law enforcement officers.
Students will simulate a police station in the classroom.

FOCAL POINT OF THE UNIT:
Students will simulate a police station in the classroom.

RESOURCES:

Resource persons:
1. Police Chief
2. Sheriff
3. Policeman
4. Deputy
5. County Judge

Visuals:
1. Bulletin Boards
2. Charts
3. Children's art work
4. Movies
5. Filmstrips
6. Slides
7. Transparencies
8. Posters
9. Maps
10. Pamphlets
11. Brochures

STAFF DEVELOPMENT OBJECTIVE: Teachers sharing ideas and materials.

CONSUMER EDUCATION OBJECTIVE: The students, by studying and computing salaries of law enforcement officials, will be aware that they are paid by the people through our tax system.

CHARACTER EDUCATION OBJECTIVE: The students will recognize things which are lawful and unlawful and will learn how to become good citizens.

ENVIRONMENTAL EDUCATION OBJECTIVE: The students will be made aware of laws that were made to protect out environment and why they were made.

ALCOHOL AND DRUG EDUCATION: The students will be made aware of laws concerning alcohol and drugs and the reasons for these laws.

EVALUATION: Students will be evaluated on: teacher observation of role-playing activities, student participation, teacher made tests, and over-all performance.

Which Law Enforcement Career Would you Choose?

(pictures)

Police Chief

Sheriff

Police Officer

Deputy

Policeman

UNIT OUTLINE

GRADE LEVEL: Fourth

CLUSTER: Communications

TITLE OF UNIT: Aerospace science

UNIT OBJECTIVE: The history and importance of space science to our country and to our planet Earth will be discovered by the students.

SUBJECT AREA OBJECTIVES:

Language Arts: Each student will research in the library and receive reading materials provided by NASA and other resources. Each student will write reports and collect articles for their notebooks.

Mathematics: Each student will be made aware of the cost of sending Skylab into space and calculate distances involved.

Social Science: Each student will survey and list ways Aerospce Science has changed our lives in medicenes, technology and science.

ACTIVITIES INCLUDED:

METHODS: Students will collect articles from different materials. They will view films and other available data from NASA. They will make simple one-stage rockets from available kits.

FOCAL POINT OF UNIT:
The students will review through film and other data "Man's First Landing on the Moon"

RESOURCES: Books, related materials, art supplies, NASA and the Aerospace Science at Oak Ridge or other government related agencies.

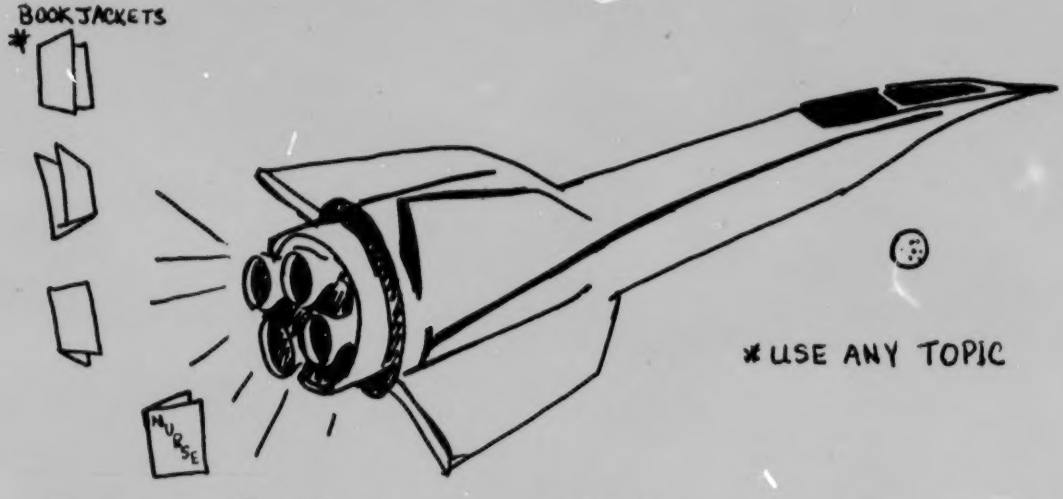
ENVIRONMENT EDUCATION OBJECTIVE: Students will find out the ways space science is changing our lives.

CAREER EDUCATION OBJECTIVE: Each student will participate in making a chart of careers related to Aerospace Science.

METHODS OF EVALUATION:
Completion of projects
Student interest in the unit
Teacher-made tests

AEROSPACE SCIENCE

LET'S EXPLORE



* USE ANY TOPIC

The WORLD of WORK

UNIT OUTLINE

GRADE LEVEL: Fourth

CLUSTER: Personal services and Hospitality and Recreation

TITLE OF UNIT: Classroom Mall

UNIT OBJECTIVE: Students will benefit from the experience of budgeting money, studying the job opportunities, will gain knowledge of store management and will be evaluated on teacher observation of role playing activities.

SUBJECT AREA OBJECTIVES:

Language: Students will learn to pronounce 25 new words relating to their particular interests. They will write a story on present, past and future changes in the area of the Mall most interesting to him.

Reading: Each student will give a report on one individual area of the mall and study brochures on each of the different stores in the mall.

Math: Each student will prepare a list of prices of the various services. Each will study the salaries.

Spelling: Students will familarize himself with the terms from the area they are most interested in.

Art: Individuals will design a mural of the classroom mall as a group.

ACTIVITIES INCLUDED:

METHODS: Resource people will visit in the classroom from the different types of jobs in the mall. Students will engage in role-playing after actually visiting a mall.

FOCAL POINT OF UNIT: Students will construct a model mall.

RESOURCES: Persons from the mall, filmstrips and magazines.

STAFF DEVELOPMENT OBJECTIVE: Relate areas of the unit with cooks and administrators and have them report the importance of their jobs.

CONSUMER EDUCATION OBJECTIVE: Students will develop an awareness of money management by developing a working budget with a set amount of money.

CHARACTER EDUCATION OBJECTIVE: Discuss with the students the possibilities of witnessing someone shoplifting .

ENVIRONMENTAL EDUCATION OBJECTIVE: After listing all of the facilities of the mall, discuss the abuses of the landscape and possible alternatives and compromises.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Discuss with the students the reasons why drug abusers cannot effectively do the job.

METHODS OF EVALUATION:

Teacher made tests
Classroom discussion
Student cooperation
Parent evaluation
Demonstrating the skills and/or knowledge acquired from the unit.

Classroom Mall

"Pictures Drawn By Class"

UNIT OUTLINE

GRADE LEVEL: Fourth

CLUSTER: Construction

TITLE OF UNIT: Construction of a Home

UNIT OBJECTIVE: All of the students will become aware of the work, rewards, advantages, and disadvantages associated with occupations in construction work and participate through research, interviews, field trips, simulation, and first-hand experiences in the different jobs required to build a model house.

SUBJECT AREA OBJECTIVES:

Language:	Each student will conduct research on salary, hours, work conditions, and skills needed in home construction. They will read independently a biography of an outstanding architect and report to the class.
Spelling:	As a group, the class will compile a list of at least twenty-five words common to home construction and learn to spell them correctly along with pronunciation, and know their definitions.
Mathematics:	Students will learn about measurement through actually figuring the size of the model house on paper. They will interview a resource person as to how a house cost estimate is figured and calculate interest rates and compare with different loan companies.
Science:	Students will be able to name and identify several trees native to our area which are used for lumber and will become aware of the scientific principles involved in heating, cooling, wiring, and plumbing a home.
Social Sciences:	Students will be able to compare the type of house built in an area based on climate, jobs, and income. Students will compose a list of workers and jobs in the construction business and consider availability of jobs.

ACTIVITIES INCLUDED:

METHODS:	Design the interior of a home and scape the the exterior, interior.

FOCAL POINT OF UNIT:

The students will construct a model of a home, design the exterior and interior and decide the actual cost of building their house to full scale.

RESOURCES: Banker,carpenter, electrician, plumber, librarian, sawmill operator, contractor, magazines, carpet samples, wood samples, paint, wallpaper books and reference books.

STAFF DEVELOPMENT OBJECTIVE: The teacher will call on other faculty members for resource material and cooperate with the other grade levels in sharing subject area teaching.

CONSUMER EDUCATION OBJECTIVE: Students will become aware of competitive pricing, cost estimates, and interest rates; stressing quality buying and the need to "shop around" for the best buy.

CHARACTER EDUCATION OBJECTIVE: Students will learn to work cooperatively in constructing the model home and explain the business contract.

ENVIRONMENTAL EDUCATION OBJECTIVE: Students will visit a site where a house is under construction and discuss the ways the construction affects the environment.

METHODS OF EVALUATION:

Student's interest in the unit
Class participation
Oral and written reports

Cut out a large hammer and saw from colored paper. Title the board "CONSTRUCTION WORKERS". Have students find pictures of the related jobs in the construction business; mount them on colored paper, and place them around the hammer and saw.

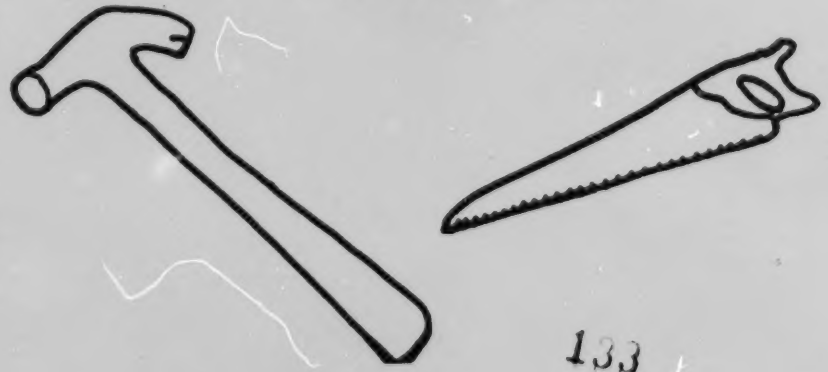
CONSTRUCTION WORKERS

picture picture

picture picture

picture picture

picture picture



UNIT OUTLINE

GRADE: Fourth

CLUSTER: Public Service Occupations

TITLE OF UNIT: County Courthouse Officials

UNIT OBJECTIVE: In their study of the courthouse and the officials, the students will participate in field trips, interviews and compare officials. Therefore they will be able to increase their knowledge of the various occupations and functions associated with the courthouse and its officials and how it affects their communities and lives.

SUBJECT AREA OBJECTIVES:

Reading: Students will give a brief report concerning the courthouse and will study the various courthouse occupations.

Language: Students will spell and define eight out of ten new words related to the courthouse officals when asked to do so.
Students will describe in writing the major role of two county officials, listing qualifications, term of office, job responsibility and salary.
They will list and name all the local officials.

Mathematics: Students will compute the monthly salary of five county officials.
Students will devise word problems related to the salary of county officials.
Students will examine the function of Math in the county courthouse.

Art: Students will assist in preparing staging and backdrops for the simulation of a county courthouse in the school.

Social Science: Students will describe in writing five functions which are carried out in the courthouse and share orally the process of election and job responsibilities for one courthouse official of their choice.

FOCAL POINT OF UNIT:
Students will gain experience as they simulate a courthouse in the classroom.

RESOURCES: County officials, bulleting boards, charts, posters, and transparencies.

STAFF DEVELOPMENT OBJECTIVE: The teacher will become aquainted with materials on the courthouse officials located in the school library.

CONSUMER EDUCATION OBJECTIVE: Students will understand the importance of county courthouse officials in their lives.

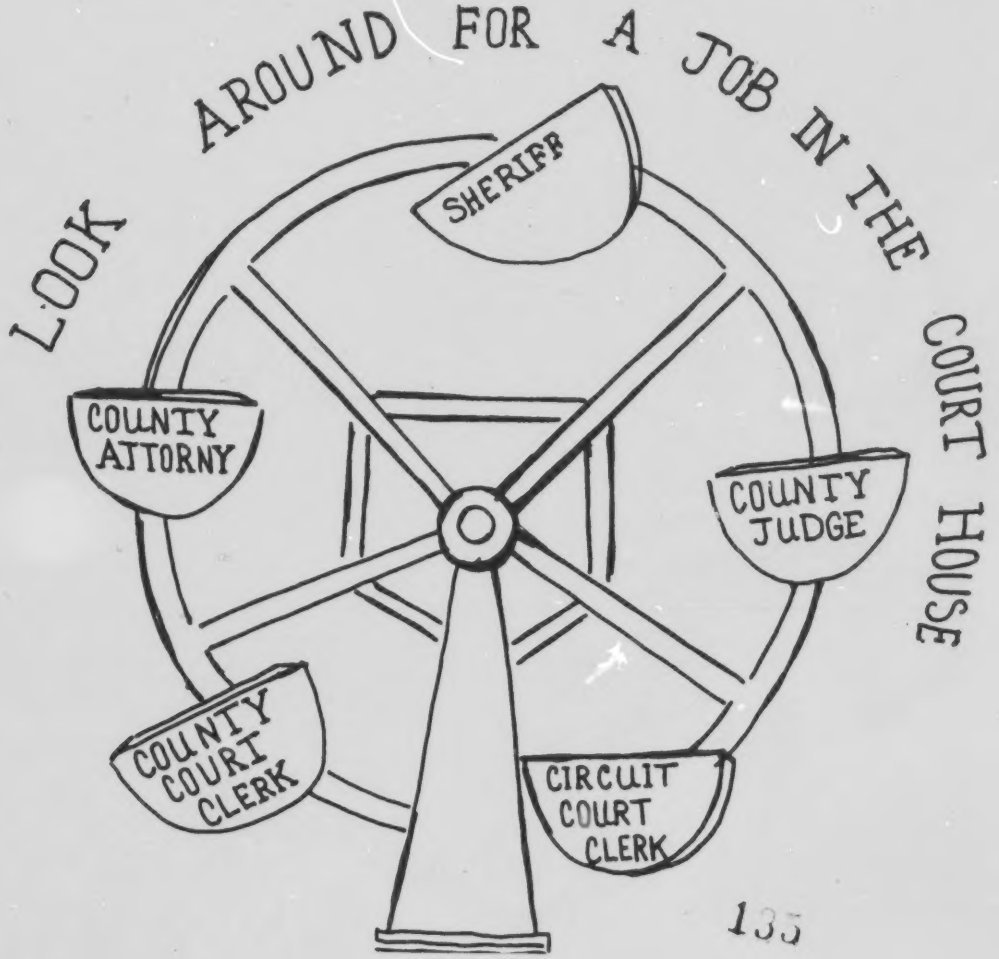
CHARACTER EDUCATION OBJECTIVE: The students will become acquainted with various courthouse officials, and their roles in the county and state government.

ENVIRONMENTAL EDUCATION OBJECTIVE: The students will gain knowledge on how the courthouse can be used in various activities of the community.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: The problem of "why alcoholics tend to be unlawful and are in turn incarsarated" will be presented to the class.

METHODS OF EVALUATION:

Pretest and post-test
Class participation
Teacher devised examinations
Oral and written reports
Demonstration of skills and knowledge aquired from unit



UNIT OUTLINE

GRADE LEVEL: Fourth

CLUSTER: Agribusiness

TITLE OF UNIT: Farming

UNIT OBJECTIVE: The students will be make aware of how our food is produced and how today's farmer must be a businessman.

SUBJECT AREA OBJECTIVES:

Language Arts:	The students will write reports, make lists of related vocabulary and write thank-you letters to resource persons.
Mathematics:	Demonstrate how a farmer must keep accurate records of all financial transactions.
Health:	Discuss the purification of foods in using equipment and meeting government standardizations.
Science:	Identify chemicals which can be determental to man, animals and plants.
Art:	The students will make posters and cut out farm equipment from a variety of farm magazines to use as a mural or collage.
Music:	Do research to find out how many songs have been written about farming.

ACTIVITIES INCLUDED:

METHODS: Visits will be made to local farms, a miniature farm and garden will be constructed, posters drawn and the library will be utilized as a resource for facts.

FOCAL POINT OF UNIT: Planting a miniature garden in the classroom.

RESOURCES: County Extension Agent, local farmers, farm equipment salesman. Farm magazines, consturction paper and dry markers, paste, scissors, seeds and potting soil.

STAFF DEVELOPMENT OBJECTIVE: To demonstrate to students that they are capable of planting and growing a garden.

CONSUMER EDUCATION OBJECTIVE: To demonstrate to students that they can save their food dollar by growing many of their vegetables themselves.

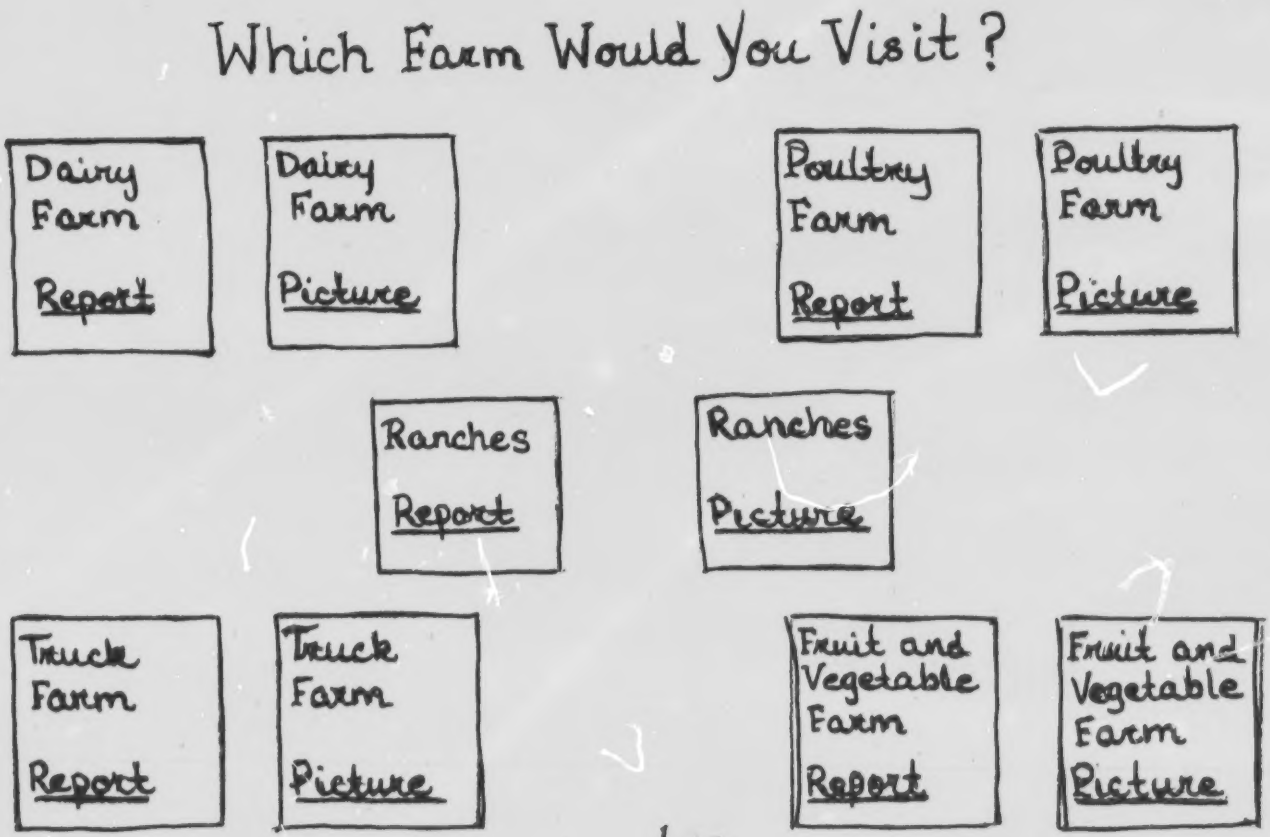
CHARACTER EDUCATION OBJECTIVE: To aid the students in recognizing the value of the farmer and that in any given occupation one must prepare himself educationally.

ENVIRONMENTAL EDUCATION OBJECTIVE: To be able to identify the harmful chemicals determental to environmental long range effects.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: To identify grains used in the production of alcholic beverages and the effects this can have on the body.

METHODS OF EVALUATION:

Class discussion
Ability to work in groups
Observation
Reports
Use of a oral and written pre-test and post-test



UNIT OUTLINE

GRADE LEVEL: Fourth

CLUSTER: Natural Resources and Environment

TITLE OF UNIT: Forestry

UNIT OBJECTIVE: The students will become aware of the importance of the various skills necessary to care for the forest.

SUBJECT AREA OBJECTIVE:

Reading: Each student will learn new vacabulary words with assistance from the teacher. Each student will receive pamphlets and reading material from resource pelple, library and the classroom.

Social Science: The student will survey and list the ways that a forest is important to a community and to their own lives in a panel discussion.

Mathematics: The students will measure lumber and learn how to tell the age of a tree.

Language: Each student will write reports and collect articles for a notebook. Each student will engage in role-play.

Art: Each child will participate in creating bulletin boards and designing a cover for a notebook/scrapbook. They will work on displays for the classroom.

Science: The students will see a film on forestry, using resource persons to explain about forestry. They will identify various trees and animals that live in the forest.

ACTIVITIES INCLUDED:

METHODS: The students will engage in a trip to a saw-mill and/or lumber yard. Each student will compile a notebook of information, illustrations, and reports. They will make price tags, signs, posters and bulletin boards.

FOCAL POINT OF UNIT:
Persons from the forestry department will be invited to the classroom.

RESOURCES: Forest Ranger, Conservation Agent, employee,

bulletin boards, books, posters, films, magazines, tree bark, leaves, limbs, seeds, and plants.

STAFF DEVELOPMENT OBJECTIVE: Teachers will meet and share their ideas and materials.

CONSUMER EDUCATION OBJECTIVE: Each student will become aware of the various grades and prices of lumber, the salaries, equipment and expenses.

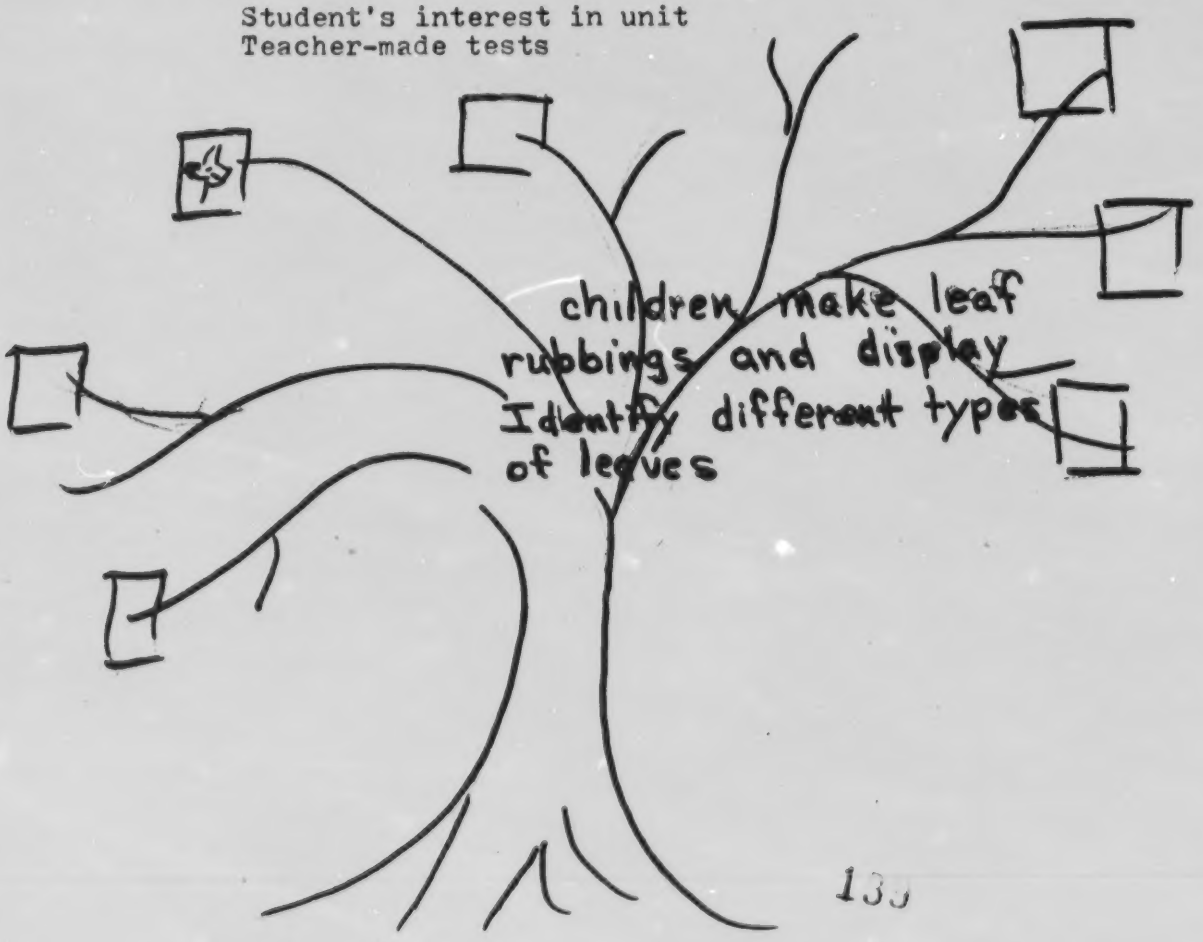
CHARACTER EDUCATION OBJECTIVE: Each student will learn to respect the Forest Rangers and Conservation Agents. Students will become aware of how important it is to prevent forest fires and the importance of preserving wild life.

ENVIRONMENTAL EDUCATION OBJECTIVE: Each student will become aware of the many ways we use the products from the forest in the community and school. They will tell about the things made of wood in their home.

CAREER EDUCATION OBJECTIVE: Each student will participate in making a chart of careers and their educational requirements, skills and performances.

METHODS OF EVALUATION:

Student's interest in unit
Teacher-made tests



UNIT OUTLINE

GRADE LEVEL: Fourth

CLUSTER: Business

TITLE OF UNIT: The Gift Shop

UNIT OBJECTIVE: Each student will learn some of the skills of managing a gift shop.

SUBJECT AREA OBJECTIVES:

Language Arts: Each student will learn neww vocabulary words with assistance from the teacher. Each student will become aware of the necessity of using correct English in the gift shop.

Mathematics: Students will learn the operation of a cash register and the cost of operation of running a gift shop.

Social Sciences: Each student will survey and list the ways that a gift shop is important to a community and in the students lives.

Art: Each student will participate in making bulletin boards, covers for their notebooks and will work on classroom displays.

ACTIVITIES INCLUDED:

METHODS: Each student will make a list of things made of wood, will engage in role-playing, will make a notebook, posters, price-tags, bulletin boards and pictures.

FOCAL POINT OF UNIT:
Students will design and manage a classroom gift shop.

RESOURCES: A gift shop owner, parents, teachers and principal, bulletin board, posters, price tags, cash register, play money, books and various items found in a gift shop.

CHARACTER EDUCATION OBJECTIVE: Each student will learn good gift shop manners, observe people and give ample time necessary to customers, discourage poor language in the shop.

CONSUMER EDUCATION OBJECTIVE: Each student will become aware of the expenses of the gift shop - salaries, equipment expenses, and utilities.

ENVIRONMENTAL EDUCATION OBJECTIVE: Each student will learn the ways we use the gift shop in the community, order merchandise by telephone, give orders for items to salesman, and make sales to customers.

CAREER EDUCATION OBJECTIVE: Students will participate in making a chart of careers related to the gift shop. They will identify educational requirements, skills, and training necessary to work in a gift shop.

METHODS OF EVALUATION:

Student's interest and particiaption in the unit
Teacher made tests

UNIT OUTLINE

GRADE LEVEL: Fourth

CLUSTER: Hospitality and Recreation

TITLE OF UNIT: The Motel

UNIT OBJECTIVE: Students will increase their knowledge of various occupations which are related to a motel and note the advantages and disadvantages of each through research, interviews, field trips and role-playing.

SUBJECT AREA OBJECTIVES:

Reading:	Each student will read an article on hospitality and recreation and report to the class their findings. They will participate in role-playing.
Language Arts:	Students will compose questions for an interview and conduct an interview. Each will do some research of motel management and write letters of appreciation to the resource persons and companies.
Mathematics:	The students will compute the cost of operating a motel for one week and will exhibit knowledge of charge plates and their function with a motel.
Science:	Students will study the energy conservation of the motel building design, lighting, controlled thermostats, insulation, and sanitation standards.
Social Studies:	Students will describe in writing the interdependence of motel workers with the community. Students will demonstrate efficient map reading skills when choosing a site for a motel.
Art:	Students will prepare a scrapbook containing pictures of various interior designs for a motel and will assist in the construction of a model motel.

ACTIVITIES INCLUDED:

METHODS:	Students will prepare a scrapbook, and help in the construction of a model of a motel. They will do research and role-play in the various occupations involved in motel.

FOCAL POINT OF UNIT:
Various experiences will be gained by the students as they simulate the model of a motel.

RESOURCES: Motel clientel, posters, maps, film strips, and supplies for construction of the model.

STAFF DEVELOPMENT OBJECTIVE: To be aquainted with the materials on the metels located in the library and compile a list to share with other staff members.

CONSUMER EDUCATION OBJECTIVE: Students will understand the importance of the motel facilities.

CHARACTER EDUCATION OBJECTIVE: Each student will understand the importance of courtesy while visiting a motel.

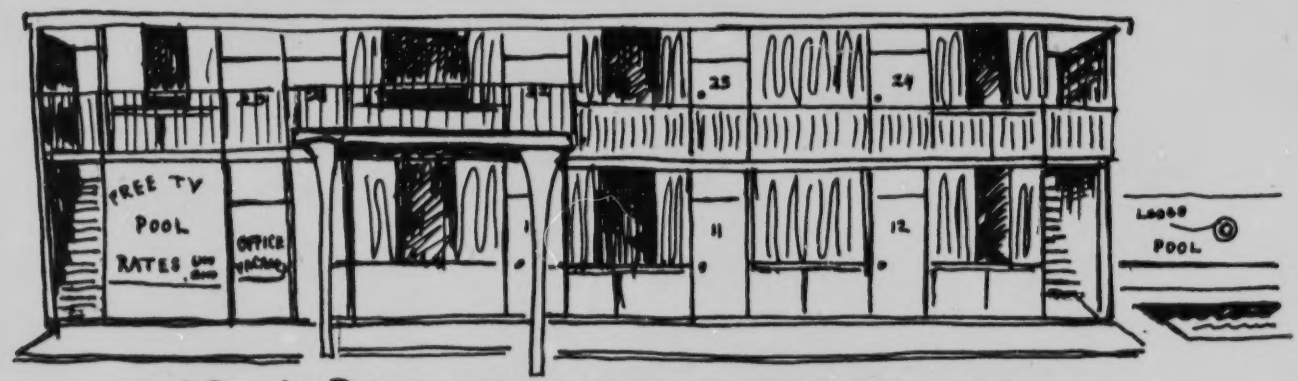
ENVIRONMENTAL EDUCATION OBJECTIVE: Students will research the ways the motel will be used in various phases of the community.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Each student will become aquainted with the motel regulations on the use of drugs and alcohol.

METHODS OF EVALUATION:

Pretest and post-test
Teacher observation
Over-all interest during unit

VISIT A NICE MOTEL



FOR A PLEASANT VACATION

UNIT OUTLINE

GRADE LEVEL: Fourth

CLUSTER: Service Occupations

TITLE OF UNIT: Our Energy resources

UNIT OBJECTIVE: By discovering the history of our natural resources each student will understand the importance of energy in our country and in our world.

SUBJECT AREA OBJECTIVES:

Language Arts: Each student in the library to learn new vocabulary words that relate to energy. They will receive pamphlets and reading materials from resource persons. Each student will write a story on the "Past,Present and Future Uses of our Energy Resources" and will participate in role playing of the jobs found in the field of energy.

Science: Each student will locate and name energy users in the home and in the school and will identify ways of conserving energy.

ACTIVITIES INCLUDED:

METHODS: Students will engage in proper interview techniques with resource persons and will become involved in ways they waste energy and ways they can conserve energy,showing this by charts and graphs.

FOCAL POINT OF UNIT:
The students will get permission to visit other classrooms and relate to others in a skit how to conserve our nations energy.

RESOURCES: Other teachers knowledgeable in certain field, outside resource people, parents, various art supplies, books, and films.

STAFF DEVELOPMENT OBJECTIVE: By visitation to the other classrooms and by using teachers, parents and other available resource persons, the members of the staff should become better aquainted with the waste and conservation of energy.

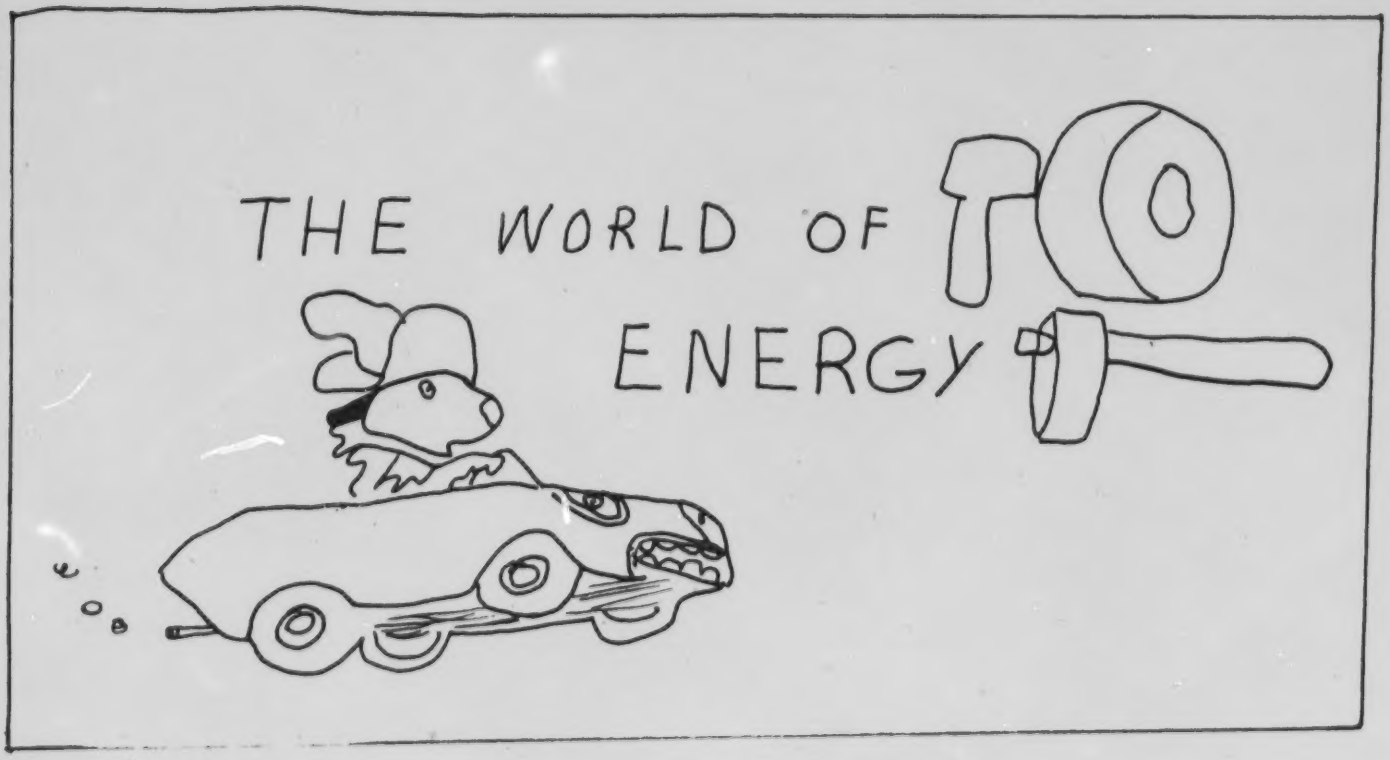
CONSUMER EDUCATION OBJECTIVE: Each student will become aware of the expenses of the use of energy.

CHARACTER EDUCATION OBJECTIVE: Each student will be introduced to a positive attitude toward all types of work.

ENVIRONMENTAL EDUCATION OBJECTIVE: Each student will be exposed to some related problems of recovering natural resources from the earth.

METHODS OF EVALUATION:

Student interest in the unit
Class discussion
Completion of projects
Teacher-made tests



UNIT OUTLINE

GRADE LEVEL: Fourth

CLUSTER: Health Occupations

TITLE OF UNIT: Public Health

UNIT OBJECTIVE: Students will become more aware of various careers and their requirements for different positions in the field of health. Each student will have a classroom project.

SUBJECT AREA OBJECTIVES:

Language Arts: Students will pronounce 25 new words relating to health and will write stories on Present, Past and Future changes in Health. They will give a report on area they are most interested in after studying pamphlets on related subjects. Students will learn to spell correctly related terms.

Mathematics: Each student will list the current prices for various services.

Health: Students will list good safety regulations and put these on posters, charts, etc.

ACTIVITIES INCLUDED:

METHODS: Resource persons will be invited to the classroom. Students will do research in the library. Students will do role-playing.

FOCAL POINT OF UNIT:
Students will "write" their own play about some parts of Health they would like to get involved. (Could be a comedy)

RESOURCES: Department for Human Resources, Frankfort, Ky., County Health Department, supplies.

STAFF DEVELOPMENT OBJECTIVE: Relate areas of unit with cooks and custodians and have them report the importance of health in the kitchen

CONSUMER EDUCATION OBJECTIVES: Each student will become aware of the expenses, equipment, medicines and brochures.

CHARACTER EDUCATION OBJECTIVE: Each student will become aware others by checking their weight and height and take their pulse rate.

ENVIRONMENTAL EDUCATION OBJECTIVES: A short course of study in First-Aid will be taught by a qualified person/persons.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will learn the harmful effects of alcohol and drugs.

METHODS OF EVALUATION

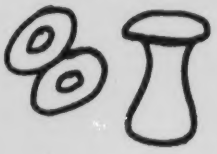
Pre-test and Post-test
Class participation
Ability to work in groups
Teacher devised exams
Oral and written reports
Demonstration of skills and/or knowledge acquired from unit

Careers In Public Health

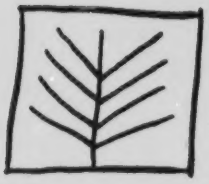
Administrator

Environmentalist

Nutrition



Xrays



Community Nurse

UNIT OUTLINE

GRADE LEVEL: Fourth

CLUSTER: Marketing and Distribution

TITLE OF UNIT: The Supermarket

UNIT OBJECTIVE: The students will identify educational requirements, skills and training necessary for positions in the supermarket by interviews, field trips, and role-playing.

SUBJECT AREA INCLUDED:

Language Arts: The students will be encouraged to read labels, check and compare prices, spell vocabulary words, and write thank-you letters to resource persons.

Mathematics: Students will demonstrate how to make change; add, substract, and multiply prices in real life situations.

Health: The four basic food groups will be identified by the students.

Science: Perishable and non-perishable foods comparisons will be made between the two.

Art: Advertisements, prices, tags, and posters will be made for classroom displays.

Music: Musical instruments will be made for use during the singing of songs concerning foods and marketing.

ACTIVITIES INCLUDED:

METHODS: Students will visit local businesses and see jobs being performed. They will construct a food store. They will write thank you letters to resource persons, construct a mural, posters of advertisements and prices and make vocabulary booklets.

FOCAL POINT OF UNIT:
The operation of classroom supermarket by the students.

RESOURCES: Supermarkets and personell, materials needed to construct supermarket in the classroom, library books and other art supplies.

STAFF DEVELOPMENT OBJECTIVE: To demonstrate not only to classroom students but also to staff and other students the operation of a supermarket.

CONSUMER EDUCATION OBJECTIVE: To familiarize students with our monetary system.

CHARACTER EDUCATION OBJECTIVE: To aid students in recognizing attitudes toward learning and its values in achieving individual goals.

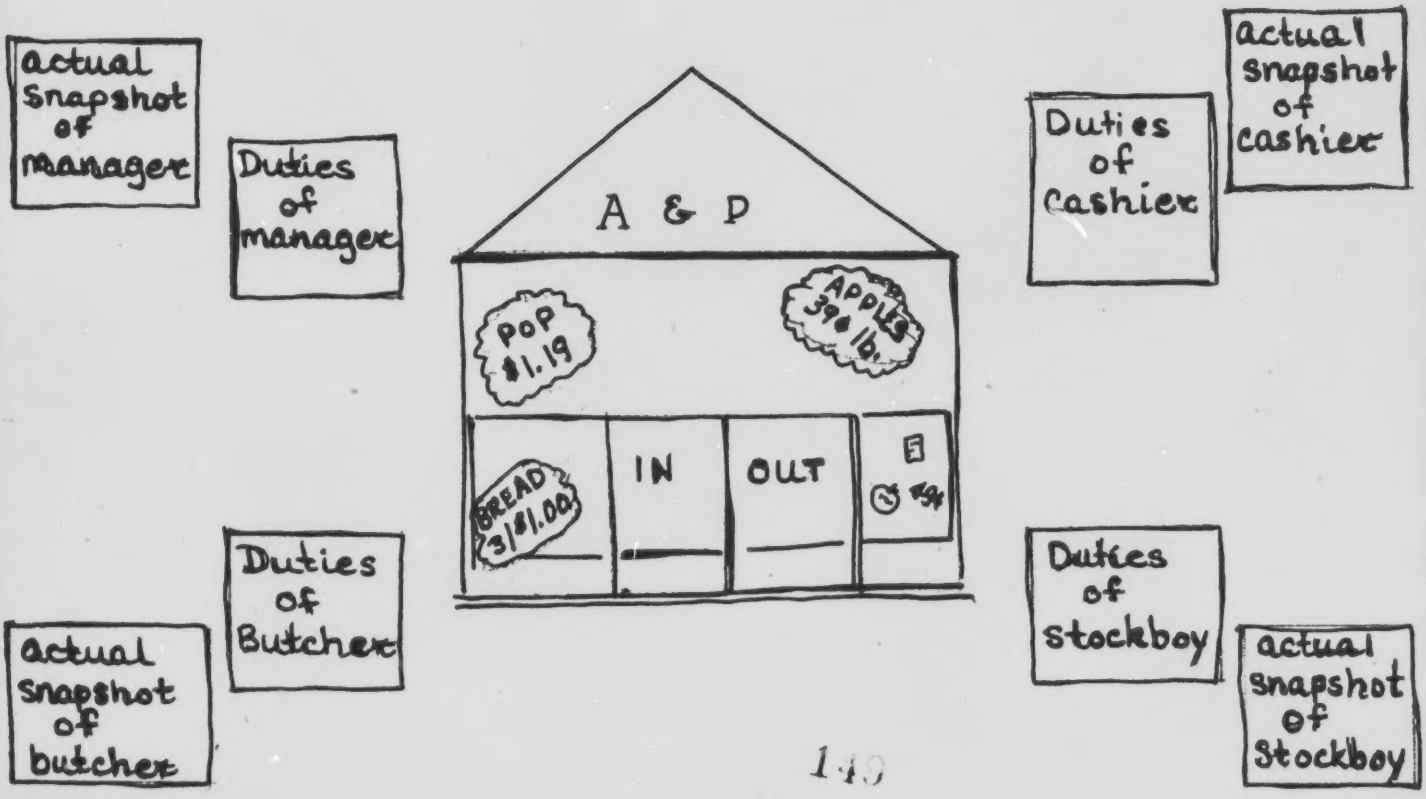
ENVIRONMENTAL EDUCATION OBJECTIVES: To associate the care of plants and animals with the quality of food and services supermarkets provide.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: To identify unprescribed medication such as aspirin, sleeping aids, etc. as drugs in their own right.

METHODS OF EVALUATION:

The ability of students to work in groups
Class discussion
Operation of a supermarket in the classroom
Techniques used in interviewing resource persons
Devise pre-test, post-test both oral and written

Supermarket Occupations



UNIT OUTLINE

GRADE LEVEL: Fourth

CLUSTER: Communications

TITLE OF UNIT: The Telephone

UNIT OBJECTIVES: The students will discover the history of the telephone through research, learn how to use it correctly, collect materials on finances of using a telephone and become aware of how vital the telephone is to us.

SUBJECT AREA OBJECTIVES:

Language Arts: The students will be able to place a telephone call and carry on a meaningful conversation.

Mathematics: Each student will study the rates for various hours in placing long distance calls and figure the cost of the calls and examine a monthly telephone bill.

Social Science: Through the use of films, field trips, study and observation, all of the students will learn how the telephone functions in the community.

ACTIVITIES INCLUDED:

METHODS: Students will visit a telephone office and/or have a resource person visit the room. They will, through actual experiences, learn how to place calls and find out how the telephone is used and why.

FOCAL POINT OF UNIT: The telephone company will come to the classroom and set up telephones to be used in the classroom.

RESOURCES: The telephone will supply films, activity ditto masters, model telephones, posters, and a representative. (free) Remedial Reading and Math teachers will be used in their areas. Extensive use of the library will be utilitized for research.

STAFF DEVELOPMENT OBJECTIVE: The teacher will work with others in the school, such as two fourth grade teachers sharing materials for the unit.

CONSUMER EDUCATION OBJECTIVE: Every student will examine the expense involved, monthly bills, long distance rates, and equipment used.

CHARACTER EDUCATION OBJECTIVE: Each student will demonstrate good telephone manners.

ENVIRONMENTAL EDUCATION OBJECTIVE: The students will learn that the telephone is used in various phases of the community for businesses, for emergencies, etc.

METHODS OF EVALUATION:

Students demonstration of use of telephone
Completion of their own telephone book
Completion of activities

BULLETIN BOARD FOR TELEPHONE UNIT

DON'T CLOWN AROUND WITH

the TELEPHONE

MESHING ALCOHOL & DRUG, CHARACTER, CONSUMER, ENVIRONMENTAL AND CAREER EDUCATION.

6th Grade time frame: two weeks

Academics in Unit:

- ✓ Vocabulary
  technical farm terms
- ✓ Reading:
  farming stories
- ✓ Science:
  concept of erosion
- ✓ Math:
  + multiplication
  + addition
  + subtraction.
- ✓ Language Arts
  + writing letters
  + speaking
  + listening

Operating Expenses on a Farm
✓ Cost of producing a 220lb. hog.
✓ the market price of that hog.

Invite a county extension agent to class and.....
a parent farmer
a veternarian
+ Conduct interviews for
✓ Job responsibilities
✓ working conditions
✓ life style which job dictates
✓ personality needed
✓ salary
✓ educational requirements
✓ likes and dislikes about job
✓ health condition requirements.
✓ find "The Key to Good Health."

Introduce Soil Conservation Service.
and be aware of:
✓ preventing erosion.
✓ breathing clean air.
✓ caring for the soil.
✓ indicating air pollution index

Design a Card board Farm and observe....
✓ students working together in small groups.
✓ students sharing thoughts.

Study Farm Crops (include hemp)
✓ Why does a person use drugs?
✓ ✓ Cash Crops- Cost of growing.
✓ Grain Crops - work involved & care of.

Visit a Farm and be aware of:
✓ caring for an animal
✓ being dependent.

UNIT OUTLINE

GRADE LEVEL: Fifth and Sixth

CLUSTER: Manufacturing

TITLE OF UNIT: Local Manufacturing

UNIT OBJECTIVE: Students will understand the jobs available to them from the local manufacturing plants located in Knox County. Through fieldtrips, book reports, films and other media they will understand the relationship between such school subjects as math, science, health, language arts, and etc. and the many jobs in a manufacturing plant. Each child will understand that the products manufactured are the products we buy and use in our own lives. Also, that products that are manufactured locally are made from some type of natural resource.

SUBJECT AREA OBJECTIVES:

English: Students will learn how to fill out an application and how to respond in a job interview. They will write an essay on the career or job they would like in manufacturing. They will write letters to the local manufacturing plant asking for information about the plant such as what the plant manufactures and how.

Reading: Students will read a book about manufacturing and write a summary. They will look through the local newspaper and find articles about manufacturing in Knox County. They will read magazine articles and report to class on these articles.

Math: Students will construct a chart showing the number of jobs related to math. They will study a product and try to find out how much material it takes to make that product. They will do math problems to find area and other problems that would be helpful to someone working in a factory.

Social Studies: Students will study the history of manufacturing in the U. S. and Knox County. They will interview someone from a local plant. They will take a fieldtrip to a local plant. They will find out what activities people from a local plant participate in community affairs.

Science: Students will study how science has been responsible for many of the new products put on the market, the relationship between the space program and manufacturing has brought new and needed products to the market, how basic science knowledge is related to the area of manufacturing.

ACTIVITIES: A fieldtrip to a local manufacturing plant or to a small business that makes specilized products, to a local mine, Collect samples of amterials used in manufacturing, build a model product that might be manufactured, construct a model or chart showing the full process of a product being made, act out the part of going for a job interview, have a debate on a product, if it would be good for the consumer

FOCAL POINT OF THE UNIT: Involvement of the class in a discussion of the importance of manufacturing to Knox County, having a parent who works in a factory visit the class and visiting a local manufacturing plant.

RESOURCES: Manager of a local plant, president of the local Chamber of Commerce, worker in a factory, magazines, bulletin boards, posters, transparencies, filmstrips, movies

STAFF DEVELOPMENT OBJECTIVE: The staff will cooperate in a program to help each child to become aware of the many jobs and careers in manufacturing in Knox County. In order to achieve this goal, as a part of our professional growth each teacher will teach the above unit on manufacturing.

CONSUMER EDUCATION OBJECTIVE: Students will understand the relationship between the products made through manufacturing and the consumer who buys the products made by these manufacturing plants. They will be encourgrd to buy products of good quality and products they need, and not just things because he wants them

CHARACTER EDUCATION OBJECTIVE: Thr child will develop recognition of values and aesthetic appreciation connected with jobs of our people in the Knox County area.

ENVIRONMENTAL EDUCATION OBJECTIVE: Students will study the effects of manufacturing in Knox County to see what damage if any has been done to the local environment. They will be made aware that in many areas of the country, manufacturing has contributed to pollution of the environment.

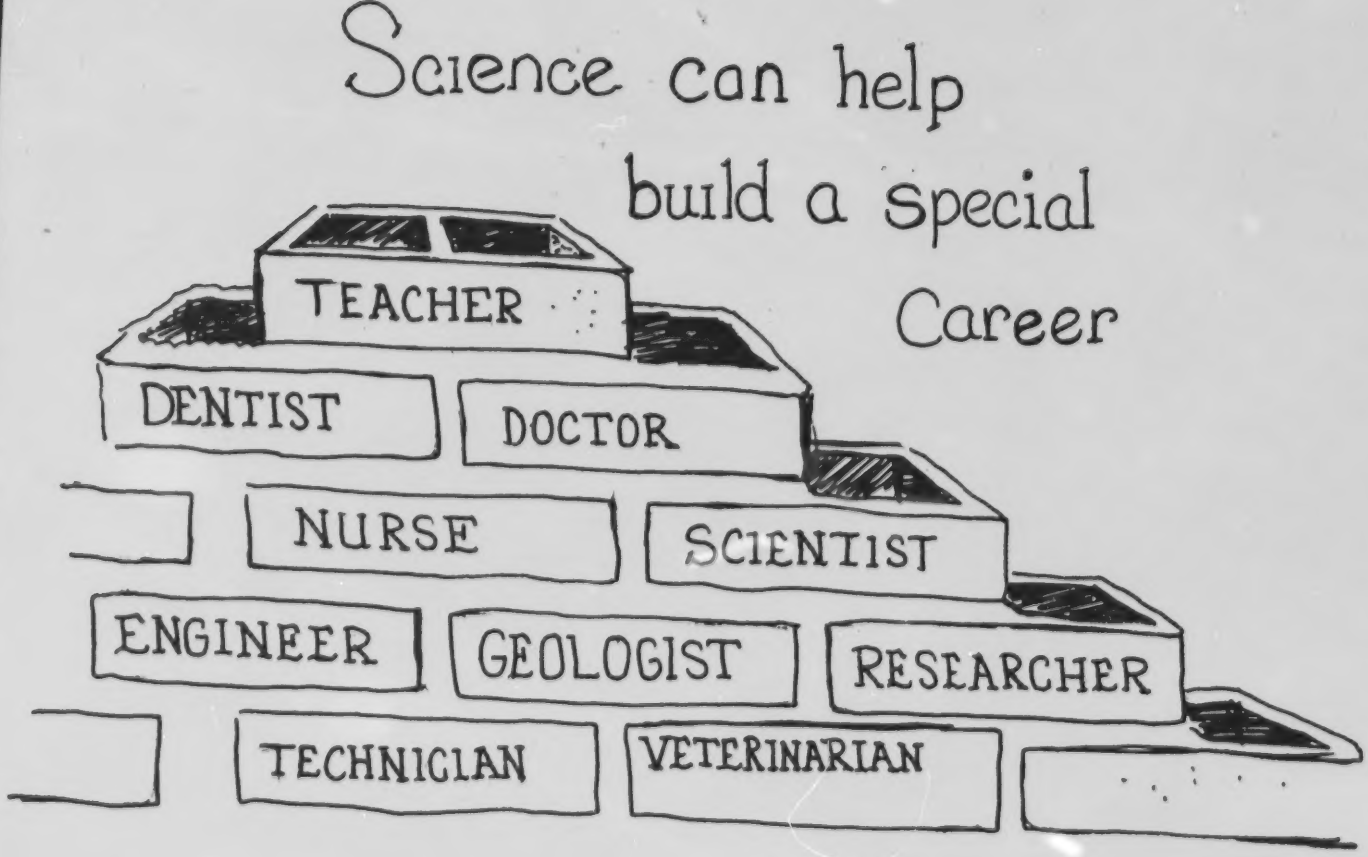
ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will study the effects alcohol and drugs have on workers in manufacturing plants. Many hours of work are lost each year because people have problems with alcohol and drugs. Students need to be made aware of this.

METHODS OF EVALUATION: Pre and post tests, class participation, teacher devised examinations, both oral and written, oral and written reports, demonstration of skills and/or knowledge acquired from the unit, parents' and students' evaluation and teacher evaluation.

A CAREER WITHOUT PLANNING IS LIKE A

WITHOUT HANDS.

IT RUNS BUT GETS YOU NO WHERE.



UNIT OUTLINE

GRADE LEVEL: Fifth and Sixth

CLUSTER: Public Service

TITLE OF UNIT: Teaching

UNIT OBJECTIVE: Students will be able to list qualifications for being a teacher and some of the duties required of the school teacher.

SUBJECT AREA OBJECTIVES:

Reading: Students will read about and list the courses required for a major in elementary education or secondary education at Union College.

Math: Students will be able to calculate the absentees and days present for three months and compare the salary of a school teacher with that of another occupation.

English: Students will write letters to various colleges requesting coursesrequirements, cost of titution and other important facts about their college. They will learn how to fill out college applications and imformation sheets.

Social Studies: Students will contrast the teaching profession of today with that of 25 years ago. They will construct a model classroom of toay and one of 25 years ago.

ACTIVITIES: Research should be done by every child dealing with course requirements for a college and some other area of public education, keep attendance of their classroom for three months exactly as it is done in the state register, determine the annual, monthly and yearly daily salary of a teacher in Kentucky, bring pictures of today's and yesterday's classroom, interview a teacher, prepare a word list, duties of classroom teacher and bulletin board ideas, read a story, teach a song or work in some way with smaller children, and take a field trip to a college.

FOCAL POINT OF A UNIT: The hands on experience the children will get by reading a story or working with the smaller children.

RESOURCES: Books, films, materials used by the classroom teacher, pictures

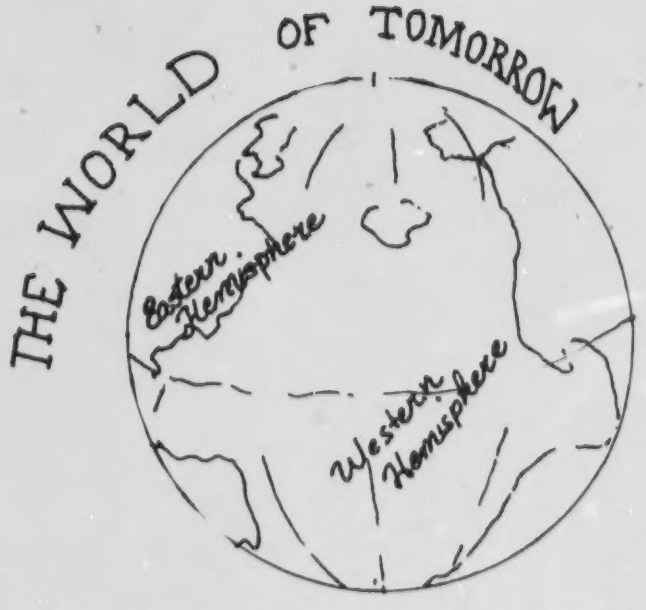
STAFF DEVELOPMENT OBJECTIVE: The teacher will work cooperatively with each other so that students in this class may get first hand experience in the classroom.

CONSUMER EDUCATION OBJECTIVE: Students will list the approximate cost of a college education.

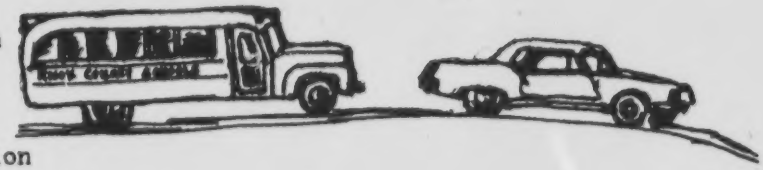
CHARACTER EDUCATION OBJECTIVE: Students will list the qualities of being prompt and teaching all children all they possibly can if they are teachers.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will see the importance of becoming aware of the dangers of these substances so they can warn others of the hazards involved with the use of them.

METHOD OF EVALUATION: Student interest, examination of notebooks, individual class presentations, examination of register kept by students and the model classroom.



UNIT OUTLINE



GRADE LEVEL: Fifth and Sixth

CLUSTER: Transportation

TITLE OF UNIT: Transportation

UNIT OBJECTIVE: The students will be able to construct a model city depicting land, water, and air transportation - through research, interviews, fieldtrips and class participation, they will become aware of the work, rewards, advantages and disadvantages associated with occupations in transportation.

SUBJECT AREA OBJECTIVES:

Science: The students will use library resources to study transportation as it relates to environmental controls. They will do reports on the causes and characteristics of water, air and noise pollution.

Social Studies: The students will study the history and development of transportation. They will be able to construct posters showing early forms of transportation and present forms of transportation.

English: The students will write reports on transportation. They will do library research on various job clusters of transportation.

Math: The students will calculate mileage of different forms of transportation. They will be able to work multiplication and division problems using decimals. They will then use this to work problems involving operating costs and gas mileage of an automobile.

ACTIVITIES: Research should be done by every child comparing colonial methods with modern day methods of transportation. Children will lists three occupations in the field of transportation and do a report on each. They will bring in newspaper or magazine articles on the problems of pollution caused by means of transportation. They will interview a resource person, prepare a word list of 25 words pertaining to the field of transportation, do reports on the different means of air, water, and land transportation, take a fieldtrip to an airport, bus station or train depot, make a model rocket, make a scrapbook displaying the early means of transportation, and do an oral report on some job dealing with transportation.

FOCAL POINT OF UNIT: The construction of a model city showing the land, water and air transportation. The shooting off of the model rocket and the display of the individual scrapbooks.

RESOURCES: Books and films in library pertaining to transportation, materials for model rockets, scrapbooks, and scale models, resource person such as a pilot, bus driver, car dealer or if possible someone from NASA, magazines and newspapers

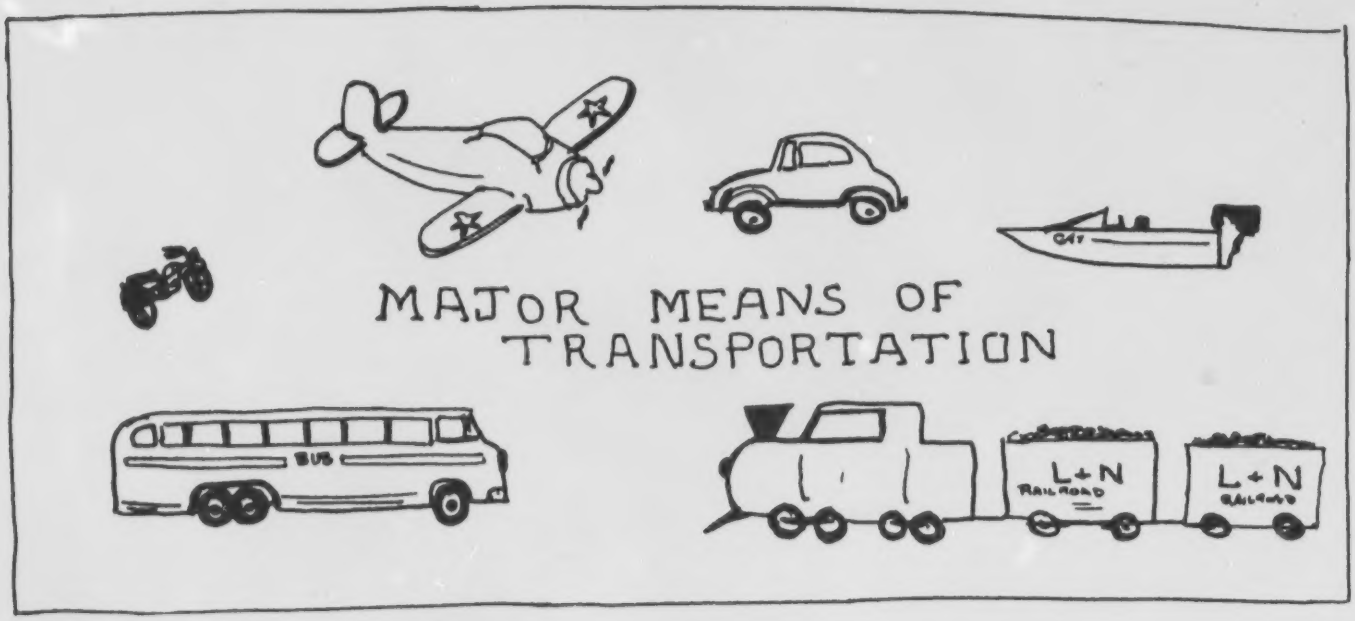
STAFF DEVELOPMENT OBJECTIVE: Teacher will do research in the field of transportation to find out everything that is available for him/her to use to do a better job teaching a unit on transportation .

CONSUMER EDUCATION OBJECTIVE: Students will be able to figure the cost of buying a car or truck and differentiate between wise and unwise buying.

ENVIRONMENTAL EDUCATION OBJECTIVE: Students will be able to define the characteristics of water, air and noise pollution.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will be able to see the importance of not using these substances if one is employed in the transportation field especially if working as a driver.

METHOD OF EVALUATION: Teacher made test to cover terms, observation of reports and scrapbooks, evaluation of model city and class discussion.



UNIT OUTLINE

GRADE LEVEL: Fifth and Sixth

CLUSTER: Health Occupations

TITLE OF UNIT: Health Services

UNIT OBJECTIVE: To make pupils aware of occupations in health services and the needs of the public.

SUBJECT AREA OBJECTIVES:

Health: See a film on how drugs and alcohol effects the body.

Science: Research how some drugs are useful to the body

English: Write a letter inviting a USDA meat inspector to class

Spelling: Keep a list of words that pertain to the health services field

Math: Simulate a visit to the supermarket and purchase meat and compute the cost per pound

Social Studies: Research the history of the meat packing industry

ACTIVITIES: Reports, filmstrips, field trips, exhibits, bulletin boards

FOCAL POINT OF THE UNIT: USDA meat inspector coming to class

RESOURCES: meat inspector, Health Dept., books, pamphlets, movies, filmstrips, charts, posters

STAFF DEVELOPMENT OBJECTIVES: To incorporate team teaching into our curriculum

CONSUMER EDUCATION OBJECTIVE: To make students aware of different types of services for health problems

CHARACTER EDUCATION OBJECTIVE: Students learn through health services that they can improve themselves

ENVIRONMENTAL EDUCATION OBJECTIVE: Through health services we can create a better environment for ourselves and others

ALCOHOL AND DRUG EDUCATION OBJECTIVE: To teach the importance of the effect alcohol and drugs on the body by the use of health services.

UNIT OUTLINE

GRADE LEVEL: Fifth and Sixth

CLUSTER: Personal Services

TITLE OF UNIT: Planning a trip

What Health Service Career Is For Me?

RESOURCES: Films, books, maps, pictures, Harold Pargo, persons who have traveled, persons involved in personal services

STAFF DEVELOPMENT OBJECTIVE: Teacher guiding students see they can make decisions on their own, teacher learning along with the students and working with the other teachers.

CONSUMER EDUCATION OBJECTIVE: Students will be given an amount of money for travel expenses and they will make a budget on how much to spend on motels, food, gas and other items on their trip.

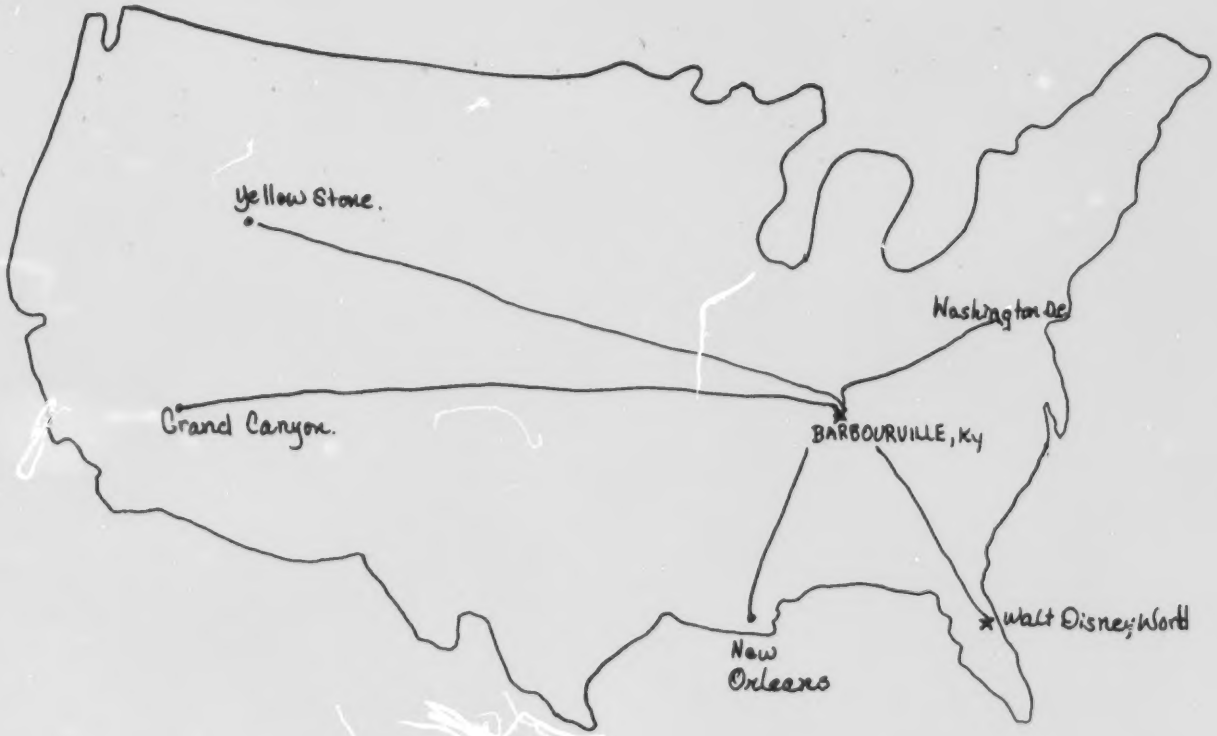
CHARACTER EDUCATION OBJECTIVE: Students will learn about respect for other persons property and public property, honesty, courtsey and responsibility.

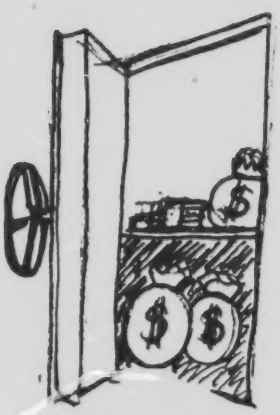
ENVIRONMENTAL EDUCATION OBJECTIVE: Students will learn about protecting the environment as they travel, such as putting trash in litter barrels and not defacing the land so other people may enjoy it.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will observe what could happen it they drink or use drugs while driving through films and an interview with a state policeman.

METHOD OF EVALUATION: Students' competence will be determined by map reading skills, oral and written tests, oral and written reports.

PLANNING A TRIP





UNIT OUTLINE

GRADE LEVEL: Fifth and Sixth

CLUSTER: Business and Office

TITLE OF UNIT: Banking

UNIT OBJECTIVE: The students will gain an increased knowledge of the Business and Office cluster by becoming acquainted and being made aware of the different jobs in the field of banking. Through research, field trips, and by making posters and bulletin boards they will become aware of the advantages and disadvantages of various jobs in banking.

SUBJECT AREA OBJECTIVES:

English and Spelling: Take a field trip to a local bank and keep a vocabulary list of terms relating to banking careers.

Math: Study the percentage as they relate to interest and other banking matters. Compute interest on loans, home mortages, car loans and other financing procedures. Apply for loans at the simulated classroom bank and compute interest loans. Write personal checks and balance a checkbook after writing at least six checks.

Reading: Read books, pamphlets, magazines, and articles about banking careers. Make oral and written reports about banking careers. Students will participate in class discussion about banking careers.

Science: Study types of safes and locks used at banks. Study the composition of money including paper, dyes, etc.

Social Studies: Study the history of banking in Knox County. Participate in discussion concerning the need for changes in modern banking career requirements.

ACTIVITIES INCLUDED: Simulate a bank in the classroom to gain hands-on experience

FOCAL POINT OF UNIT: At the conclusion of the unit the class will visit a local bank.

RESOURCES: Books pertaining to the subject of banking, blank checks, duplicating materials on basic banking operations, play money, posters and charts, Doug Hammons or other officals at one of the local banks.

STAFF DEVELOPMENT OBJECTIVE: The fifth and sixth grade teachers will work together cooperatively to show the importance of getting along with others in the field of banking.

CONSUMER EDUCATION OBJECTIVE: Students will compute interest on loans, home mortages and other banking procedures, so that they will better understand the importance of shopping for credit as a consumer.

CHARACTER EDUCATION OBJECTIVE: Students will be made aware of how important honesty and conscientiousness is in the field of banking through oral dicussion.

ENVIRONMENTAL EDUCATION OBJECTIVE: Students will be made aware of how banks affect community life by visiting a local bank.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will be made aware of the importance of avoiding harmful alcohol and drug substances as the responsibility of trust and reliability is demonstrated to them through oral discussion about the affect drug and alcoholism would have on a person in the field of banking.

METHOD OF EVALUATION: Students will be given teacher made oral and written tests.

A CAREER IN BANKING

Saving money takes self-discipline.

People who work in banks must be able to meet the public.

People are often very sensitive in money matters.

UNIT OUTLINE

GRADE LEVEL: Fifth and Sixth

CLUSTER: Hospitality and Recreation

TITLE OF UNIT: Kentucky State Parks

UNIT OBJECTIVE: After completion of the unit the students will gain an increased knowledge of the planning, cost and operation of recreational facilities. Through research, interviews, fieldtrips, simulation and hands-on-experiences, they will become aware of the work, rewards, advantages and disadvantages associated with occupations in the field of hospitality and recreation.

SUBJECT AREA OBJECTIVES:

English: Students write a letter to a state park and ask for information.

Science: Study the plant and animal life of the park, the topography and geology.

Math: Make a budget for park maintenance with a fixed amount of money.

Social Studies: Research the history of a state park.

ACTIVITIES: Field trip to a park, plan a budget, develop an efficient and attractive park-plan landscaping, construction all to scale, write a brochure, write a letter requesting any information about facilities, role playing as park officals, maintenance crews, recreational directors and conservation officers.

FOCAL POINT OF UNIT: Avisit to a local park, using a large state map locate all state and national parks, have students write and request information from each and display on map. Develop a scale model of a park with emphasis upon conservation and preservation of natural resources and natural beauty.

RESOURCES: Resource persons from the staff of the State Parks department, conservation officers, engineer, Kentucky State Forestry Department and 4-H club.

STAFF DEVELOPMENT OBJECTIVE: Teachers will strive to assist students to increase their educational awareness.

CONSUMER EDUCATION OBJECTIVE: After completion of the unit, the students will be able to sucessfully develop aworkable budget from a fixed amount of money.

CHARACTER EDUCATION OBJECTIVE: After completion of the unit , the students should have developed a means of sucessfully communicating with persons in difficult situations and still remain courteous and polite.

ENVIRONEMNTAL EDUCATION OBJECTIVE: After completion of the unit, students should have developed an awareness of the obvios rewards for maintaining our natural resources- both economically and aesthetically.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: After completion of the unit, students should be aware of the hazards of misuse of drugs and alcohol.

METHODS OF EVALUATION: Pre and post tests, class participation, student interest, ability to work co-operatively together and reports (oral and written).

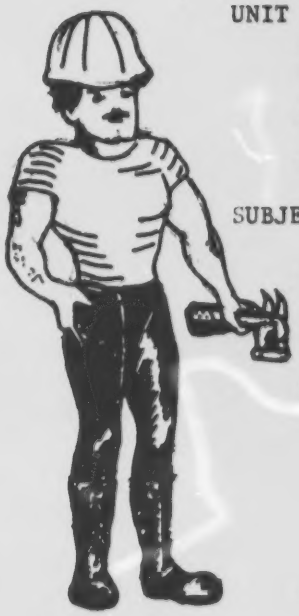
Have students locate and describe state and national parks.

UNIT OUTLINE

GRADE LEVEL: Seventh and Eighth

CLUSTER: Construction

TITLE OF UNIT: Carpentry



UNIT OBJECTIVE: The students will be able to measure a specified object, predict the amount of lumber required to build a predetermined model building, and draw up a set of floor plans and construct a model building from these plans, and through this they will become aware of the work, rewards, advantages, and disadvantages associated with occupations in carpentry.

SUBJECT AREA OBJECTIVES:

Reading: Students will be able to pronounce and define 25 new words dealing with carpentry and select and read an article on carpentry.

Math: Students will be able to find the dimensions of the classroom, the teacher's desk and in finding these measurements learn to use the tools of measurement. They will be able to work multiplication and division problems using fractions and decimals and use this to figure board feet and cost of building supplies.

Social Studies: Students will use the library resources to research early colonial methods of building, and study the history and development of carpentry.

Art: Students will draw a floor plan for a house, They will make a scrapbook showing the different tools of carpentry.

ACTIVITIES: Research should be done by every student concerning the salary, different equiptment used and how carpentry has changed, list ten tools and tell how each is used, make word list, interview a carpenter, make a set of floor plan, field trip to a carpentry shop

RESOURCES: Floor plan books, Knox Central Vocational School, books and films, newspapers, magazines

STAFF DEVELOPMENT OBJECTIVE: Teachers will do research and be better prepared to teach the field of carpentry.

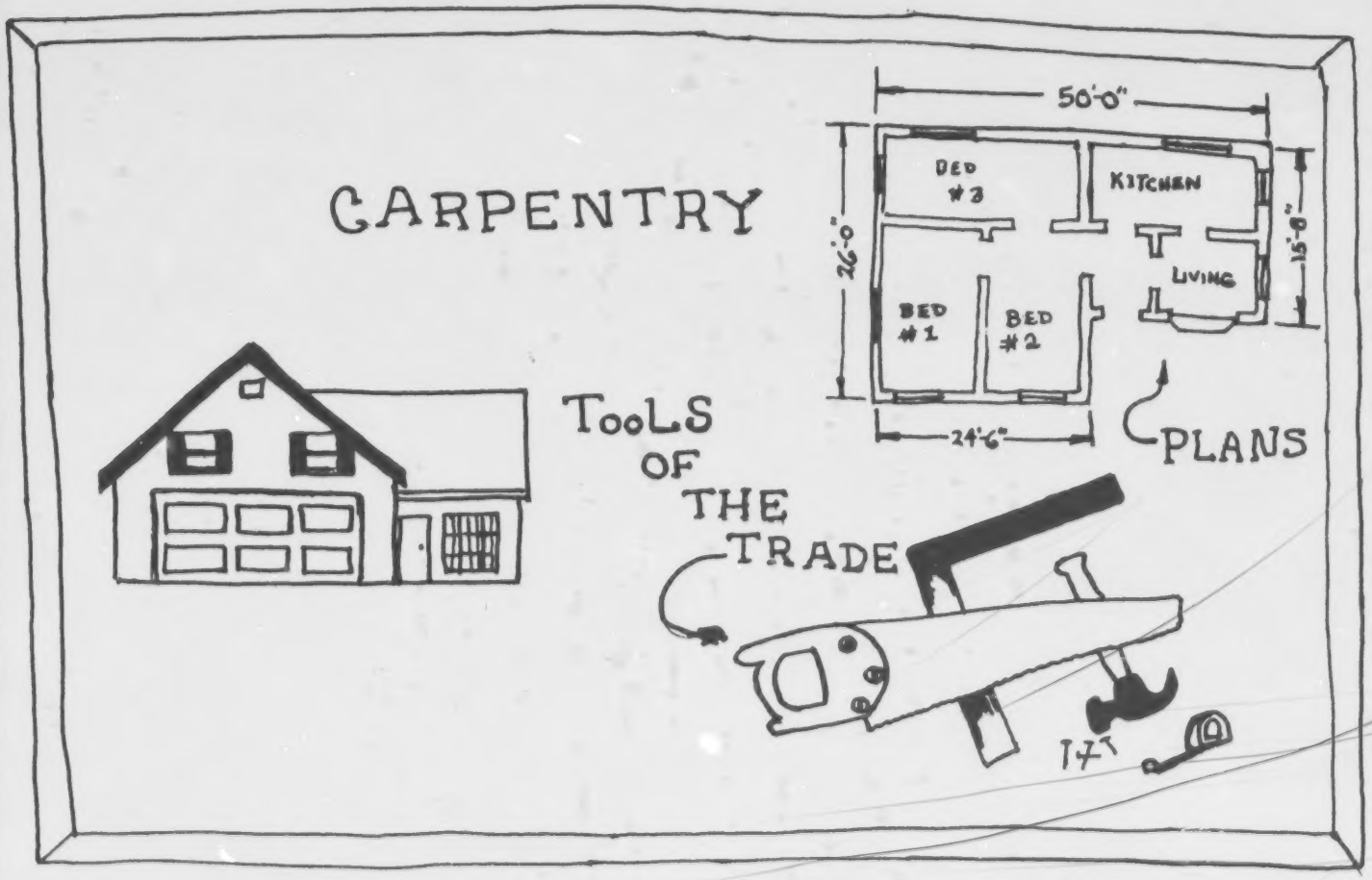
CONSUMER EDUCATION OBJECTIVE: Students will be able to compare the different grades of lumber and building supplies and choose the wisest buy for the job being done.

CHARACTER EDUCATION OBJECTIVE: Students will recite the importance of being honest about material buying and such things as the number of hours worked when doing carpentry work for another person.

ENVIRONMENTAL EDUCATION OBJECTIVE: Students will be able to see the importance of not merely wasting trees and natural resources.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will discuss the dangers using carpentry tools while drinking or using drugs.

METHODS OF EVALUATION: Class discussion, examination of model building and floor plans, teacher made test, teacher observation of scrapbooks and all work being performed.



UNIT OUTLINE

GRADE LEVEL: Seventh and Eighth

CLUSTER: Fine Arts and Humanities

TITLE OF UNIT: Drama

UNIT OBJECTIVE: The students will gain an increased knowledge of the Fine Arts and Humanities occupational cluster as they study the kinds of jobs in the field of drama. Through research, field-trips, and hands-on-experience they will become aware of the work, rewards, advantages, and disadvantages associated with the field of drama.

SUBJECTIVE OBJECTIVES:

English: Students will conduct interviews with persons in the fi eld of drama. They will keep a list of terms related to careers in drama. They will take part in dramaization.

Math: Students will study the cost of costumes, props, and other necessities that are used in a dramatic performance. They will learn how to compute the salaries and study the cost and importance of advertisement.

Reading: Students will read books, pamphlets, and magazines about careers relating to the field of drama. They will make oral and written reports on materials they have read.

Science: Students will study composition of various cosmetics used in a dramaization. They will study the importance of lighting and timing in the field of drama.

Speech and Drama: Students will take part in a dramaization before the student body.

ACTIVITIES: Students will take a fieldtrip to Pikeville, Kentucky to see the musical version of Scrooge.

FOCAL POINT OF THE UNIT: At the conclusion of the unit, the students will present a dramaization before the student body.

RESOURCES: Books, pamphlets, magazines relating to drama, Ms. Patricia Dontchos, drama instructor at Union College.

STAFF DEVELOPMENT OBJECTIVE: Teachers will work together cooperatively to show the importance of getting along with other in the field of drama.

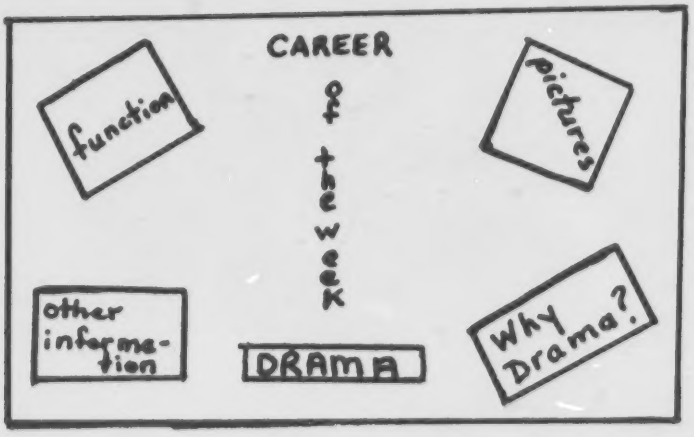
CONSUMER EDUCATION OBJECTIVE: Students will be made aware of the importence of good money management through studying the many necessary expenses of a dramatic performance.

CHARACTER EDUCATION OBJECTIVE: Students will be made aware of how important honesty and conscientiousness is in the field of drama through oral discussion.

ENVIRONEMNTAL EDUCATION OBJECTIVE: Students will be made aware of how the field of drama affects their environment by viewing the musical of Scrooge.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will be made aware of the importance of avoiding harmful drugs and alcohol as the responsibility of trust and reliability is demonstrated to them through oral discussion about the drugs and alcohol would have on a person in the field of drama.

METHOD OF EVALUATION: Oral and writen tests and reports, discussion



UNIT OUTLINE

GRADE LEVEL: Seventh and Eighth

CLUSTER: Communications and Media

TITLE OF UNIT: Newspaper

UNIT OBJECTIVE: Students will gain an increased knowledge of the Communicationa and Media cluster as they study the development of a newspaper service, as they write and publish a school newspaper. Through research, interviews, fieldtrips, simulations, and hands-on-experience, they will become aware of the work, rewards, advantages, and disadvantages associated with occupations in the newspaper field.

SUBJECT AREA OBJECTIVES:

English: Students will utlize their English and Spelling skills by writing and proof reading the newspaper.

Math: Students will be responsible for the cost of production of the newspapers and the sale of the newspapers.

Science: Students will research the technological techniques necessary to produce a newspaper.

Health: Students will research the related health services

Social Studies: Students will research the beginning of newspapers and their effect upon society

ACTIVITIES: Fieldtrip to the local newspaper, printing company and paper processing plant, interview reporters, publish a newspaper, get advertisements, and sale papers, establish a model newsroom in the classroom. Role playing: Editor, photographer, reporters, advertising agent, printer, proofreader, salesman and newspaper boy/girl

FOCAL POINT OF THE UNIT: Actual completion and sale of the paper

RESOURCES: Resources persons: printer, editor, photographer, secretary, proofreader, salesman. local newspaper and printing company

STAFF DEVELOPMENT OBJECTIVE: Teachers will strive to assist students to increase their educational awareness.

CONSUMER EDUCATION OBJECTIVE: After completion of the unit, the students shuld be able to accurately judge any advertisement as to its validness and true merits.

CHARACTER EDUCATION OBJECTIVE: After completion of the unit students should have developed an awareness of sucessfully completing their quota of work and develop a sense of pride and achievement because of their sucessful completion of a task.

ENVIRONMENTAL EDUCATION OBJECTIVE: After completion of the unit students should have developed an awareness of the vast resources needed to produce a newspaper and that these resources must be cared for it they are to endure.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: After completion of the unit, students should have developed a working knowledge of the harmful effects of some drugs and alcohol if they are abused as well as medical uses.

METHODS OF EVALUATION: Pre-and-post tests, class participation, student interest, ability to work co-operatively in groups, oral and written reports

COMMUNICATIONS AROUND THE WORLD

Let students locate prominent newspapers from different countries.

UNIT OUTLINE

GRADE LEVEL: Seventh and Eighth

CLUSTER: Consumer Homemaking and related occupations

TITLE OF UNIT: Consumer Homemaking

UNIT OBJECTIVE: The students will be able to list the qualities of a good meal, to calculate the living expenses for a family of two for one month, and to construct a model home showing the amount of money required to furnish an apartment for two.

SUBJECT AREA OBJECTIVES:

Reading: Students will be able to pronounce and define 25 new words dealing with consumer homemaking, and read a short selection concerning consumer homemaking and answer 10 questions.

Math: Students will be able to compare the cost of food, furniture, and living expenses by preparing budgets based upon a $500.00 income for one month. They will write checks and balance a ckeck book.

English: Students will learn how to write thank-you notes to guest speakers and places of business visited. They will be able to pantomine the role of a consumer who has been overcharged for a fuel bill, furniture or some other expense.

Health: Students will be able to recite the four basic food groups and the minimum daily requirements of food we need from each group. They will be able to contrast a "nutritious snack" and a "junk food snack" showing the vitamin and caloric content of all food involved.

Art: Students will make posters showing the foor major food groups. They will construct a model apartment showing color coordination and furniture placement.

Social Studies: Students will contrast homes of today with the colonial homes. They will contrast living expenses of ten years ago with those of today.

ACTIVITIES: Research, make a learning center, prepare a budget, interviews, fieldtrips, make a word list

FOCAL POINT OF UNIT: The construction of a model apartment, writing the budget, balancing the check book and preparation of snacks.

RESOURCES: Books, films, posters, old books, newspapers, magazines, check book, materials for a learning center

STAFF DEVELOPMENT OBJECTIVE: Teachers will cooperatively with the people of the community and each other to make the occupation of consumer homemaking an enjoyable choice for the students of their school.

CONSUMER EDUCATION OBJECTIVE: Students will be able to differentiate wise spending and wise preparation of food from unwise spending and unwise preparation of food.

CHARACTER EDUCATION OBJECTIVE: Students will recite the importance of paying bills on time and purchasing only those items they can afford.

ENVIRONMENTAL EDUCATION OBJECTIVE: Students will contrast a well kept neighborhood with the slum areas.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will se the importance of doing without these substances from the standpoint of cost and also the importance of having a "clear head" when carrying out a business transaction.

METHOD OF EVALUATION: Student interest, examination of budgets and check book, teacher made exams to cover terms, and class discussion

GIVE A HOOT

BE A WISE CONSUMER

UNIT OUTLINE

GRADE LEVEL: Seventh and Eighth

CLUSTER: Public Services

TITLE OF UNIT: Public services in local government

UNIT OBJECTIVE: The students will gain an increased knowledge of public services in local government in their community. Through research, interviews, fieldtrip and simulation they will become aware of the work, rewards, advantages and disadvantages in local elected officals.

SUBJECT AREA OBJECTIVES:

English: Students will research and write reports on driving while intoxicated, caught with illegal drugs and the qualifications and duties of each elected offical.

Math: The Students will compute county taxes and the salaries of county officals.

Science: The students will observe how water is purfied and sewage is treated. They will test a sample of treated sewage under a microscope.

Social Studies: Students will research how to register to vote, voting requirements and procedure.

ACTIVITIES: A visit to the court house and the county offices
Interview the county officals, field trip to the water and sewage treatment plants and get water samples

FOCAL POINT OF THE UNIT: Moch election

RESOURCES: any of the county officals, voter registration forms ballots, tax tables, films, books,

STAFF DEVELOPMENT OBJECTIVE: Do team teaching on the unit in co-operation with other teachers in the department.

CONSUMER EDUCATION OBJECTIVE: Each student will learn how to compute cpunty taxes, personal and property

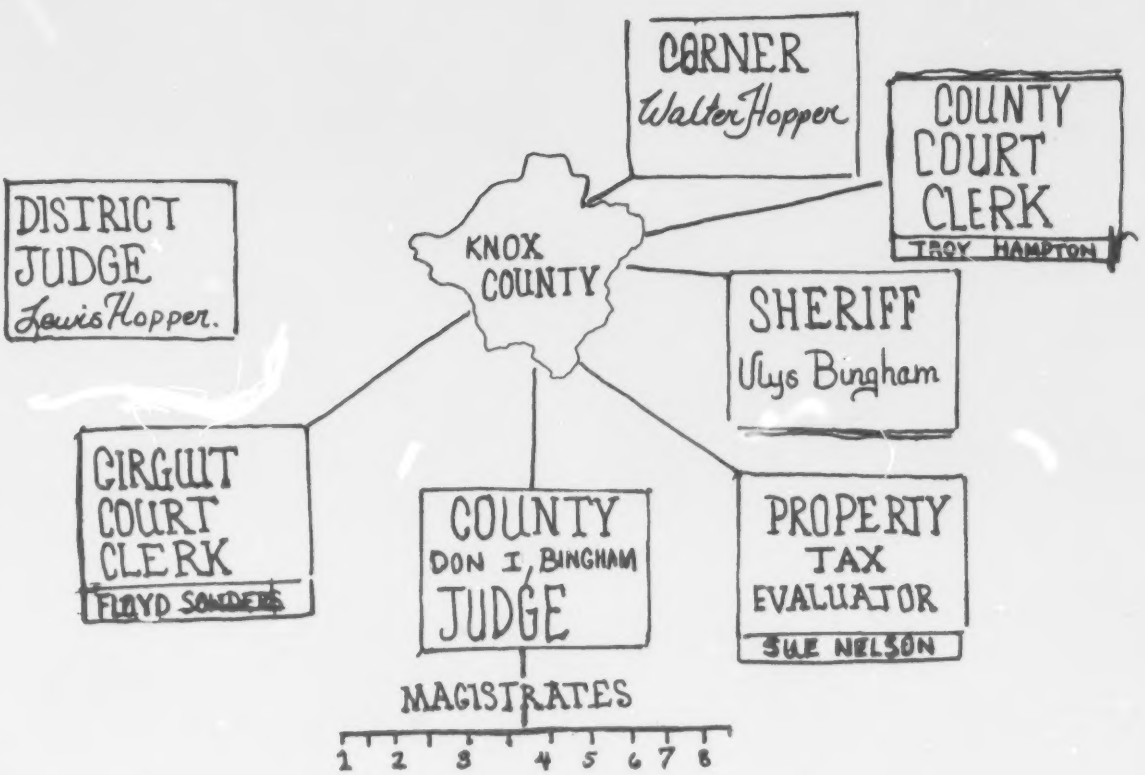
CHARACTER EDUCATION OBJECTIVE: The students will learn how to become a democratic citizens.

ENVIRONMENTAL EDUCATION OBJECTIVE: The students will observe how pollution cost the tax payer through garbage taxes, public water and sewer systems.

ALCOHOL AND DRUG OBJECTIVE: The students will research what happens to persons who are caught driving while intoxicated or caught with illegal drugs.

METHODS OF EVALUATION: Students' competence will be determined by oral and written reports and by teacher devised oral and written examinations.

LOCAL GOVERNMENT



UNIT OUTLINE

GRADE LEVEL: Seventh and Eighth

CLUSTER: Manufacturing

TITLE OF UNIT: Textile Industry

UNIT OBJECTIVE: To make students aware of jobs in the Textile Industry.

SUBJECT AREA OBJECTIVES:

Social Studies: Students will research the textile industry and trace the history of it from beginning to end.

Science: Students will construct a mock manufacturing company production line.

Reading: Students will research past and present biographies of important men in the manufacturing industry.

Math: Students will plan a budget for a company, compute cost of raw materials, labor, advertisement and sale.

ACTIVITIES: Resource persons, reports, fieldtrips

FOCAL POINT OF THE UNIT: Students will make a braided rug from scrap cloth

RESOURCES: local merchants in clothing business, truckers who haul textiles, books, films, charts, posters and movies

STAFF DEVELOPMENT OBJECTIVE: To help teachers diffuse mandated programs into the regular curriculum.

CONSUMER EDUCATION OBJECTIVE: To help students become knowledgeable purchaser of textile products

CHARACTER EDUCATION OBJECTIVE: To teach how a person can move up in pay and class by self-improvement and job and knowledge

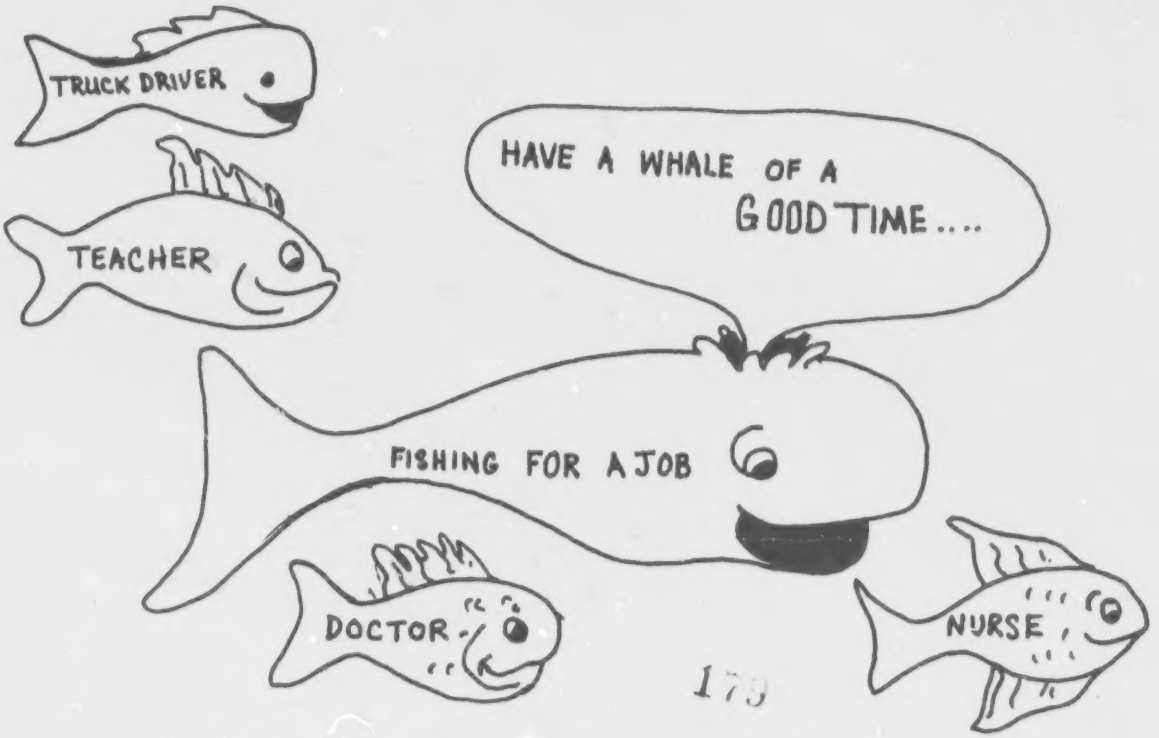
ENVIRONMENTAL EDUCATION OBJECTIVE: Promote better understanding of pupils in relationship between manufacturing and environment

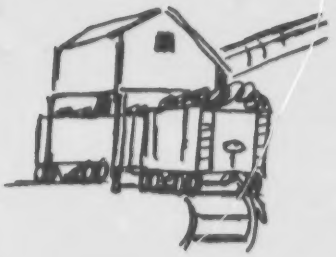
ALCOHOL AND DRUG EDUCATION OBJECTIVE: To show how alcohol and drugs might effect production by the user

METHODS OF EVALUATION: Tests, reports, student interest, students judging the rugs they made on the basis of size and appearance

Your clothing creates many jobs

fuel manufacture
farmer
truck driver
factory worker
clothing wholesaler
clothing retailer
others





UNIT OUTLINE

GRADE LEVEL: Seventh and Eighth

CLUSTER: Natural Resources and Environmental Occupations

TITLE OF UNIT: Natural Resources and Environmental Occupations

UNIT OBJECTIVE: Students will gain an increased knowledge of the natural resources and environmental occupational cluster by developing a land-use plan for a small area. Through research, interviews, fieldtrips, simulation, and hands -on- experience students will become aware of the work, rewards, advantages, and disadvantages associated with occupations in natural resources and environment.

SUBJECT AREA OBJECTIVES:

English: Students will write letters to the Kentucky Department of Wildlife, Frankfort, inquiring about different jobs in natural resources and environmental occupations. They will write a creative story, make posters or draw cartoons revealing some phase of work in the natural resource cluster in which they are interested. They will make an oral report on natural resources and environmental occupations.

Reading: Students will make oral and written reports on materials they read, engage in a panel discussion that focuses on good conservation practices in Knox County.

Math: Students will work problems dealing with area and perimeter as it relates to land use. Prepare graphs(circle, bar, picture) in relation to the subject of natural resources and the environment. Develop skills in changing the English system to the metric system in problems related to natural resources.

Social Studies: Students will study the history and development of natural resource and environmental occupations. Make a list or report on the value of mining and the damage mining has done to our conservation balance. Study the local climate and topography in Knox County. Gain Hold a panel discussion concerning geographical factors which influence the culture, econmoy, and jobs of Knox County as compared with other areas of Kentucky.

Science: Students will bring rocks and minerals to class. they will determine which specimens are rocks and which are minerals. Check sediment in water from various sources as they keep a daily record of the samples.

They will discuss the damage caused by sediment which results in loss of good land, killing fish, and lowering water quality. Be made aware of how technology has found more uses of our natural resources and the effect of this on our environment.

CTIVITIES: Fieldtrips to a creek, wooded area, local park and county extension office, collect rocks, plant trees, prevent erosion on school grounds, role playing as "Mad Scientist" working in his laboratory and game warden making an arrest

FOCAL POINT OF THE UNIT: Involvement of class discussion of mining in Knox County surface and strip. Visit a mining site.

RESOURCES: Forest ranger, game warden, strip mine operator, county agent, movies, filmstrips, transpariecies, posters, bulletin boards, magazines, maps and charts

STAFF DEVELOPMENT OBJECTIVE: Teachers will cooperate in a program to help each other and the students of the school to use our natural resources in a saving way. In order to achieve this goal as a part of our professional growth each teacher will teach the above unit.

CONSUMER EDUCATION OBJECTIVE: Students will understand the relationship between our natural resources and the consumer who buys products of good quality and products he needs, not just judge things because he wants them. Many products pollute the environment and he will be made aware of these products that will do less damage.

CHARACTER EDUCATION OBJECTIVE: Teach conservation of oue forests and forests products along with recignition of values and aesthetic appreciation connected with jobs of our people in the community.

ENVIRONMENTAL EDUCATION OBJECTIVE: Students will gain an increased knowledge of the natural resources and environmental occupations by developing a land-use plan for a small area.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will understand the basic needs of alcohol and drugs as they are used in medicine to cure people who are sick. That many of these drugs come from the natural resources of our area, espically coal.

METHOD OF EVALUATION: Pre and post test, class participation, teacher devised test, both written and oral, oral and written reports, students', parents' and principal evaluation.

UNIT OUTLINE

GRADE LEVEL: Special Education

CLUSTER: Agri-business

TITLE OF UNIT: The Farm

UNIT OBJECTIVE: The students will indicate a knowledge of the people, animals and activities that are necessary on a well-run farm.

SUBJECT AREA OBJECTIVE:

Language Arts: Students will be able to identify and label six farm animals when given pictures and words to match. They will discuss their usefulness to the farm and the farmer. The students will make up stories, songs, and peoms about the farm.

Music: The class will participate in the group songs and song activities about the farm.

Science: The students will learn to identify foods grown on the farm and will be able to talk about and tell why plants and animals need soil, water, air and sunshine.

Mathematics: Students will identify and compare measurements used on a farm such as bushel, pecks, quarts, etc. They can explain briefly how much it takes to "run" a good farm.

Art: The students will prepare a scrapbook containing pictures of machinery, buildings, animals and crops. They will make a model farm showing buildings, animals, and equipment on the farm. They will landscape it.

ACTIVITIES INCLUDED:

METHODS: At the beginning of the unit, letters will be sent to parents telling about the unit. Students will simulate a model farm and make a scrapbook about the farm. The parents will be invited at the conclusion of the unit.

FOCAL POINT OF UNIT:
The class will visit a local farm and see various activities going on.

RESOURCES: A Farmer, teacher, parents, county agent, books, filmstrips and animals.

CONSUMER EDUCATION OBJECTIVE: The students will become aware of the cost of growing foods at home as compared to being bought at the supermarket.

CHARACTER EDUCATION OBJECTIVE: The students will become aware of the type of person it takes to be a farmer.

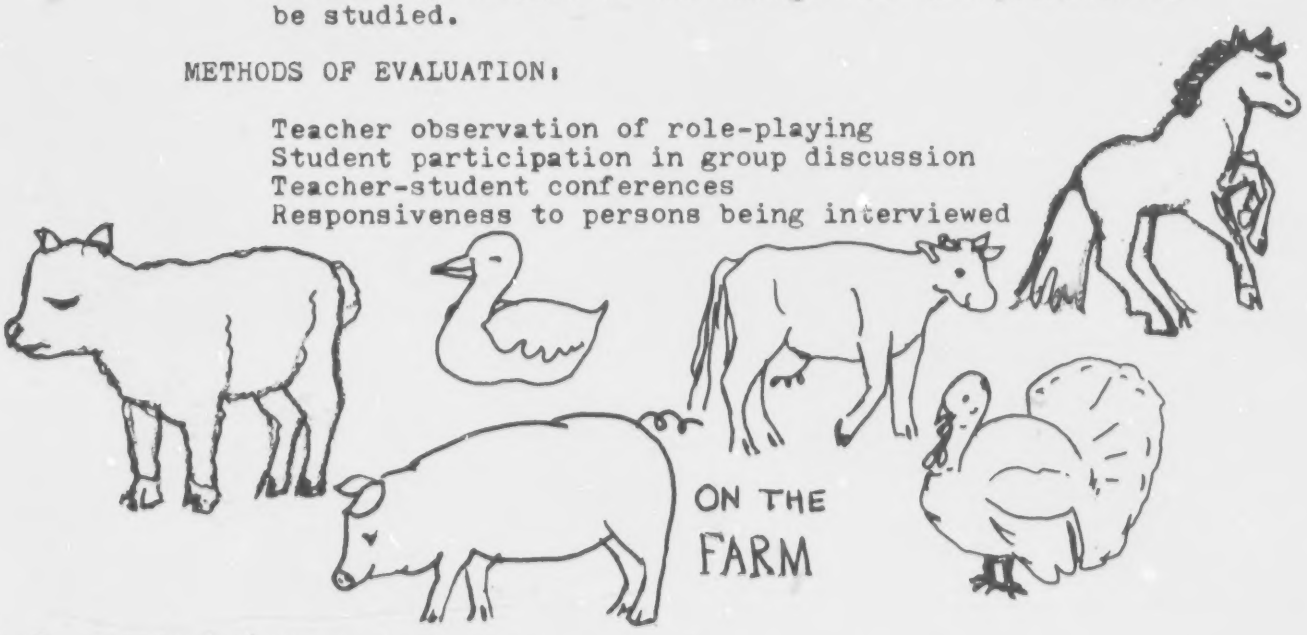
ENVIRONMENTAL EDUCATION OBJECTIVE: The students will become aware of the effect the chemicals which he uses has on the soil, water, and air.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: The students will relate to how the growing of plants is connected to drugs and how most are useful to man.

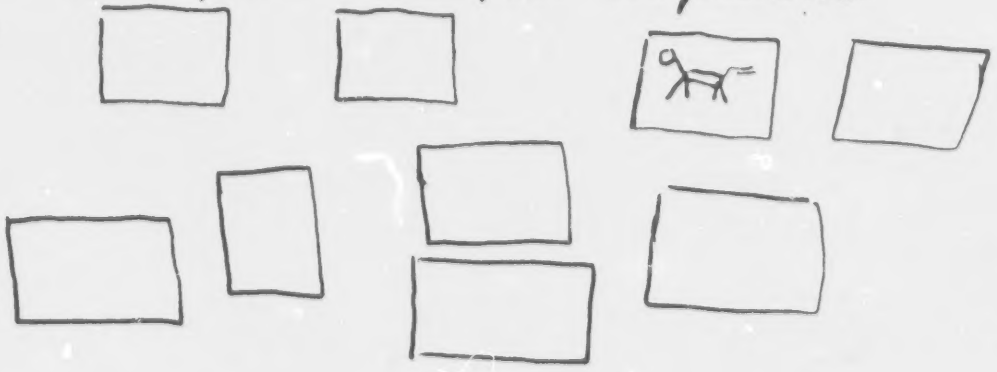
STAFF DEVELOPMENT OBJECTIVE: Through this unit the teachers will be made aware of the things that are possible to be studied.

METHODS OF EVALUATION:

Teacher observation of role-playing
Student participation in group discussion
Teacher-student conferences
Responsiveness to persons being interviewed



as a pretest, let students draw a farm picture. Use these pictures for a bulletin board. After teaching the farm unit, let students draw another picture. Compare the pictures.



UNIT OUTLINE

GRADE LEVEL: Special Education

CLUSTER: Agri-business

TITLE OF UNIT: The Diary Farm

UNIT OBJECTIVE: The children will learn about how a dairy farm operates.

SUBJECT AREA INCLUDED:

Langage Arts: Students will write a letter of invitation to a diary farmer inviting him to come to class. Parents will be invited to go with the students on a visit to a farm. Letters of appreciation will be written

Science: The students will discover how the farmer raises good dairy cows, how he get cows to produce milk, how the milk gets from the cow to us.

Mathematics: The student will be able to compute the cost of raw milk as compared to pasteurized milk. They will become aware through discussion what the cost of keeping a good herd of cows healthy affects the farmer.

Health: The students will know what the cost of the most wholesome food is and why.

ACTIVITIES INCLUDED:

METHOD: Students will visit the diary farm and interview the owner. They will observe cows being milked and will make ice-cream.

FOCAL POINT OF UNIT:
The students will have an ice-cream party and invite their parents.

RESOURCES: Books, posters, films,diary farm, cows, milk and milk products, a diary farmer,and charts.

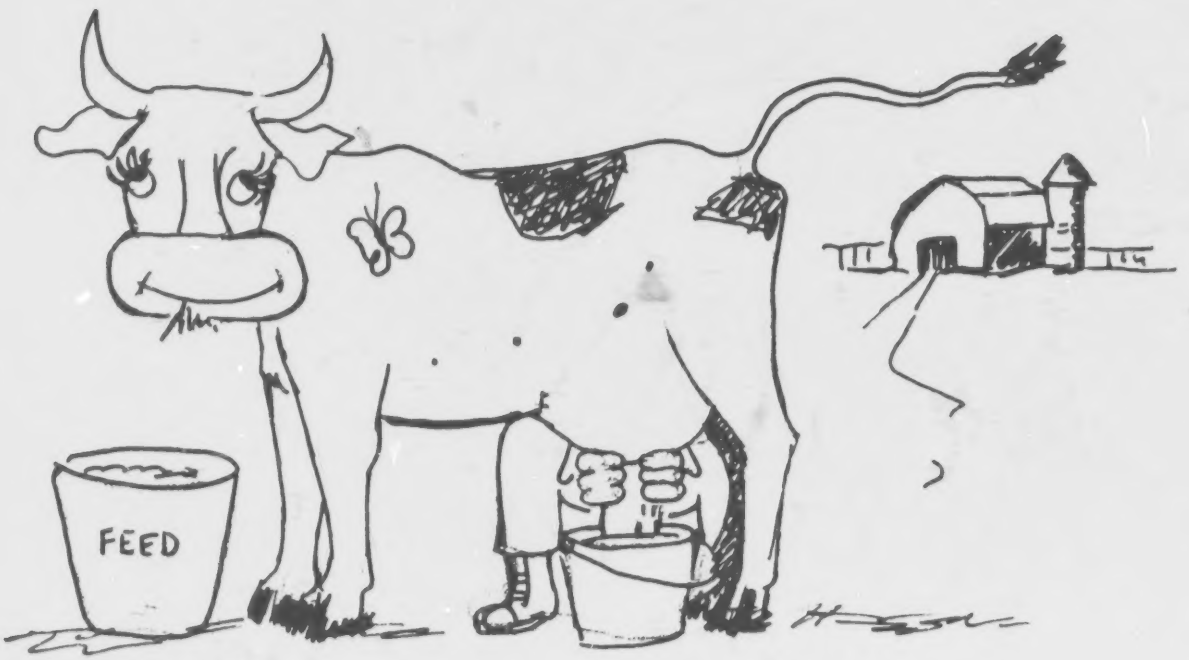
STAFF DEVELOPMENT OBJECTIVES: To help teachers become aware of the importance of teaching about such things as will be included in this unit.

CONSUMER EDUCATION OBJECTIVE: The students will indicate that they are aware of the cost of diary products, which they use, such as ice cream and milk, through discussions and buying.

ENVIRONMENTAL EDUCATION OBJECTIVE: The students will become aware of the effects of diary farming on the soil and air through discussion and observation on the diary farm visit.

METHODS OF EVALUATION:

Teacher-student conferences
Observation
Oral test for younger students
Written exam for older students



UNIT OUTLINE

GRADE LEVEL: Special Education

CLUSTER: Business

TITLE OF UNIT: The Local Grocery Store

UNIT OBJECTIVE: The students will become aware of the various jobs and skills needed in the grocery business, while improving their use of money and consumer skills,.

SUBJECT AREA OBJECTIVES:

Language Arts: The students will learn to read the labels found on items bought at the store. They should be able to conduct a buying/selling situation. The students will write a lst of items to buy at the store.

Mathematics: The students will be able to buy or sell an item from the grocery store using the correct change or giving correct change.

Health: The students will become aware of good food buys at the store, versus, junk food.

Social Science: The students will become aware of how the items get to the grocery store, of the consumer rights when buying items and the relationship of the farmer to the store.

ACTIVITIES INCLUDED:

METHODS: A visit to the grocery store will be taken by the students. They will make and operate a make- believe grocery store in the classroom.

FOCAL POINT OF THE UNIT:
The students will simulate a grocery store in their class room and role-play.

RESOURCES: A grocery store manager, filmstrips, books, items found in a grocery store, money- real and make believe.

CONSUMER EDUCATION OBJECTIVE: The students will become aware of their rights as consumer's when they purchase items.

CHARACTER EDUCATION OBJECTIVE: The students will become aware of the importance of honesty in the buying/selling situation.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: The students can discuss why or shy not they would sell alcoholic beverages in their store and what types of drugs are to be found on the counter.

ENVIRONMENTAL EDUCATION OBJECTIVE: The students will become aware of the importance of disposing of the excessive trash which a grocery store has.

METHODS OF EVALUATION:

Written and oral tests
Teacher observation of buying/selling situations.

UNIT OUTLINE

GRADE LEVEL: Special Education

CLUSTER: Health

TITLE OF UNIT: Doctor and Nurse

UNIT OBJECTIVE: To help children become aware of the various skills needed by doctors and nurses and the advantages and occupations in the field of health.

SUBJECT AREA OBJECTIVES:

Health:	The students will be able, through discussion, to tell how a doctor and/or nurse helps keep the people healthy.
Language Arts:	The students will invite a doctor and/or nurse to the classroom. The students will interview a doctor and a nurse. They will make a language experience chart about a doctor and nurse and read it.
Science:	Students will be aware that much of the medical discoveries are made possible through scientists.
Mathematics:	Students can discuss and discover the cost of a visit to the doctor when they are sick.
Art:	The students can draw the place that a nurse or doctor works and cut out pictures of different uniforms worn and when.

ACTIVITIES INCLUDED:

METHOD:	The students will visit a nurse on the job. They will go to a doctor's office. They will make experience charts about the unit.
FOCAL POINT OF UNIT:	The students will take part in a short drama about health related subject.
RESOURCES:	Doctor, nurse, books, filmstrips, and various equipment.

STAFF DEVELOPMENT OBJECTIVE: This unit will help the teacher become aware of things to include in a unit on doctors and nurses, and hopefully to add to their own ideas.

CONSUMER EDUCATION OBJECTIVE: The students will answer such questions as: What is the cost to visit a doctor? a hospital? Do you save money by not going to the doctor? the cost of insurance? etc.

CHARACTER EDUCATION OBJECTIVE: The students will become aware of the traits and characteristics that doctors and nurses must or must not have.

ENVIRONMENTAL EDUCATION OBJECTIVE: Students will discuss the effects that medicines have on the environment.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Through research the students will discover that 50% of all disorders affecting the body are caused by alcohol and many diseases are caused by alcohol. They will find that many prescribed drugs have bad side effects.

METHODS OF EVALUATION:

Oral discussion
Teacher-student observation and conferences
Participation

UNIT OUTLINE

GRADE LEVEL: Special Education

CLUSTER: Agri-business and Natural Resources

TITLE OF UNIT: Coal

UNIT OBJECTIVE: The children will get a better understanding of coal, how it was formed, where it is found, how it is mined, and the many jobs related to the coal industry.

SUBJECT AREA OBJECTIVES:

Language Arts: The students will learn to read their own stories about coal. Through research, discussion, interviews and listening to stories, filmstrips and films, the children will have a better understanding of the coal industry.

Music: The class will find songs relating to the coal industry and learn some of their choice.

Social Science: The students will learn where coal is to be found, how it is mined and how it is used. They will discover the disadvantages and advantages of deep mining coal.

Mathematics: The students will be able to compare the cost of heating with different kinds of heat. They will become aware of the cost of strip-mining compared to deep-mining.

Art: After a trip to a ine or watching a film the students will be able to draw and display a picture of a mine as they saw it.

ACTIVITIES INCLUDED:

METHODS: A field trip will be taken to a mine if possible. They will interview one of the people who operate the mine or have them come into the classroom.

FOCAL POINT OF UNIT:
At the end of the unit, parents wil be invited to visit and see the activities that have taken place.

RESOURCES: Maps of strip mine and a chart showing the deep mine, interviews with mine operators, scrapbooks, pictures and books.

ENVIRONMENTAL EDUCATION OBJECTIVE: The students will learn the effects of coal on the land, water and air.

CONSUMER EDUCATION OBJECTIVE: The students will discuss the effects of coal on the economy.

CHARACTER EDUCATION OBJECTIVE: The dangers involved in mining will be discussed and what type of persons are capable of working in the mines.

STAFF DEVELOPMENT OBJECTIVE: Due to the increased awareness of the energy crisis and using of the natural resources, this unit should provide thought provoking ideas and first hand observation through the field trips of the pros and cons of the issues in mining.

METHODS OF EVALUATION:

Written and oral tests
Discussion
Student-teacher conferences

Pamphlets printed by the Kentucky Valley Educational Cooperative Career Education Project. P.O. Box 1118, 325 Broadway, Hazard, Kentucky 41701.

Career Education Concepts and Skills: Scope and Sequence.
Career Education: The Kentucky Valley Education Cooperative Approach.
Developing Career Education Units.
How to Develop a Follow Up Survey of Students.
How to Develop a Regional Articulation Plan.
How to Develop a Resource Center for a Career Education Program.
How to Develop a Summer Career Exploration Program for the 7th, 8th, and 9th grade students.
How to Develop an Orientation Program for the Ninth Grade.
How to Develop and Conduct a Career Education Conference.
How to Develop and Conduct a Career Education Contest.
How to Develop and Conduct a Self Awareness and Occupational Information Session for 8th and 9th Grade Students.
How to Develop and Conduct a Work Experience Program in Rural Appalachia.
How to Develop and Conduct Career Education Activities that Involves "The Home and Family."
How to Develop and Conduct Career Education In-Service for Teachers.
How to Develop and Implement a Career Education Support Unit Curriculum.
How to involve the Community in a Career Education Program in Rural Appalachia.
How to plan, Implement and evaluate a Career Education News-Letter.
How to Report and Develop Student Assessment in Career Education.
What will you do after High School.

PRIMARY CAREER EDUCATION BOOKS

Alexander. ABC of Cars & Trucks. Doubleday. 1956. Grs. 1-3.

Ancona. And What do You do. Dutton/66. Grs. 3 up.

Ancona. Monsters on Wheels. Dutton/74. Grs. 3 up.

Baker. I Want to be Series: Children's. Grs. 1-3. (about 25 different titles)

Barr. Busy Office, Busy People. Whitman/64 Grs. K-3.
Miss Terry at the Library. Whitman/62. K-3.
Mr. Zip and the Mail. Whitman/64. Grs. K-3.
What Money can do. Whitman. Grs. K-3.

Beim. Country Garage. Morrow/52. Grs. 1-3.

Bendick. Finding Out About Jobs. Parents/76. Grs. 2-4.
First Book of Automobiles. Watts/71. Grs. 1-3

Berger. Animals Hospital. Day/73. Grs. 3-5.
Medical Center Lab. Day/76. Grs. 3 up.

Chapman. Let's Go To a Service Station. Putnam/74. Grade 3
Let's go to a Supermarket. Putnam/72. Grs. 1-3.

De Paula. Charlie needs a Cloak. Prentice-Hall/74. K-2.

English. Women at their work. Dial/77. Grs. 3-4.

Green. I want to be Series: (18 books plus 14 related books by same author). Children's

Klein. Girls Can Be Anything. Dutton/73. Grs. K-1.

Lewellen. Tommy Learns to Fly. Crowell/56. Grs. 1-4.

Merrian. Boys & Girls, Girls & Boys. Holt/72. Grs. K-3.

Moncure. Jobs People Do. Child's World/75. Grs. 2-3.
People Who Help People. Child's World/75. Grs. 2-3.

Scarry. At Work. Golden Press/76. Grs. 1-2.

Shay. What Happen Series: Reilly. Grs. 1-3.
What it is like Series: Reilly. Grs. 1-3.

Schwartz. The Night Workers. Dutton/66. Grades 2-5.

PROFESSIONAL BIBLIOGRAPHY FOR GRADES K - 6

Alcoholism Services. A Prevention-Education Pilot Program in Alcohol Abuse & Alcoholism Education. Cumberland River Comprehensive Care Center.

Arth, Alferd A. Information on School Awareness Plots. Colledge of Education, Univ. Of Wyoming, Laramie, Wyo. 82071

Billings, Mary Dewitt & Janet Rubin. Dealing in Futures: Career Education Materials for Students, Parents, and Educators. 1977. U.S. Dept. of H.E.W., Office of Education, Washington.

Bottoms, James, Ed. Career Education Resources Guide. General Learning Press. 1972.

Cereal Institute Inc. Alexander's Breakfast. & Project A.M.

Crosby, Muriel. Ed. Reading Ladders for Human Relations. 5th Ed. American Council on Education. 1785 Massachusetts Ave. N.W., Washington, D. C. 1972.

The Educator's Guide to Free Guidance Materials. Educator's Process Service Inc. Randloph, Wisconsin 53956.

Hoyt, Kenneth B. Career Education & the Elementary Teacher. Olympic Publishing Co. 1972.

Hoyt, Kenneth B. Career Education: What it is and How to do it. Olympic Publishing Co. 1972

Karlin, Muriel S. Administrator's Guide to a Practical Career Education Program. Parker Publishing Co. 1974.

Kentucky State Department of Education

Activities and Games for Career Education.

Career Education Curriculum. K-12. Eric Search. June '78.

Career Education Implementation. Eric Search. June '78.

Career Education Learner Outcomes for Exceptional Children. (This gives list of materials and resources.)

Career Education Materials. (A didliography of career education materials used in Fayette County).

Character Education: Some Questions and Answers. James B. Graham. Superintendent.

Human Relations for Career Development. Vandalyn L. Hooks. Grades 7-12.

The State Plan for Environmental Education.

National Dairy Association. Little Ideas. Free.

National Institute of Education. Key Resources in Career Education: An Annotated Guide. U.S. Dept. Of H.E.W. 1976.

U.S. Department of Labor. Occupational Outlook Handbook. & Occupational Outlook Quarterly. Superintendent of Documents, Government Printing Office. Washington, D. C. 20402.

Wilson, H. W. Occupational Literature. 1971.

Withrow, Dorothy E. Gateways to Readable Books. H. W. Wilson. 1975. (This is a good Bibliography of fact & Fiction books useful for both career and character education.)

Addresses of sources of free information on Consumer Education.

American Bankers Association, 90 Park Avenue, New York, N.Y. 10016.
American Bar Association, 1155 East 60th, Chicago, Ill. 60637.
American Home Economics Association, 1600 Twentieth Street, N.E., Washington, D. C. 20009.
American Medical Association, 535 N. Dearborn Street, Chicago, Illinois 60610.
Association of Home Appliance Manufacturers, 20 N. Wacker Drive, Chicago, Illinois 60606.
Cereal Institute Inc. 135 South La Salle Street, Chicago, Illinois 60603.
Chamber of Commerce of the United States, 1615 H. Street N.W. Washington, D. C. 20006.
Council for Family Financial Education, 277 Park Avenue, New York, New York 10017.
Council on Consumer Information, University of Missouri, 15 Gwynn Hall., Columbia, Missouri 65202.
Cuna International, Box 431, Madison, Wisconsin, 53701.
Grocery Manufacturers of America, Inc. 205 East 42nd Street, New York, New York 10017.
Industrial Union Dept. AFL CIO, 815 Sixteenth St., N.W. Washington, D. C. 20405.
Institute of Life Insurance, 277 Park Avenue, New York, New York 10017.
Insurance Information Institute, 110 William Street, New York, New York 10033.
Joint Council on Economic Education, 1212 Avenue of the Americans, New York, N. Y. 10036.
National Association of Manufacturers, 277 Park Avenue, New York, New York. 100017.
National Association of Secondary School Principals, 1201 Sixteenth Street N.W., Washington, D. C. 20006.
National Better Business Bureau, 230 Park Avenue, New York, New York 100017.
National Consumer Finance Association, 1000 Sixteenth Street N.W., Washington, D. C. 20036.
National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20006.
National Foundation for Consumer Credit Inc., Federal Bar Building West 1819 H. Street N.W.,Washington, D. C. 20006.
National Safety Council, 425 North Michigan Ave., Chicago, Illinois 60611.
Public Affairs Committee, Inc., 381 Park Avenue South, New York, New York 10016.
Tax Institute of American, 457 Nassau Street, Princeton, New Jersey 08540.

UNIT OUTLINE

GRADE LEVEL: Special Education

CLUSTER: Public Service

TITLE OF UNIT: The Postal Service

UNIT OBJECTIVE: The students will learn about the work of a postman, how mail is delivered, the cost of mail services and how to address mail through visits to the post office, classroom study, and resource persons.

SUBJECT AREA OBJECTIVES:

Langage Arts: The students will be able to read a story about a postman. They will write a letter of appreciation.

Mathematics: The students will know the current cost of postal stamps and be able to use money to purchase stamps and mail letters and packages.

Art: The students will collect pictures of postal services and use them to make a scrapbook using scissors, paste and mounting paper.

Social Science: Through discussion and research, the students will tell the history of the postal service.

ACTIVITIES INCLUDED:

METHODS: The students will write letters, visit the post-office, interview the post-master, buy a stamp and mail their letter. They will make experience charts and booklets about the post-office.

FOCAL POINT OF UNIT:
A visit to the local post office and a interview with the postal worker.

RESOURCES: The post office, postal workers, books, film, mail, stamps, posters, and post cards.

STAFF DEVELOPMENT OBJECTIVE: Through the study of the postal service, the teacher will improve his knowledge of postal services and discusss this with other interested teachers.

CONSUMER EDUCATION OBJECTIVE: The students will discuss the rising cost of postal services and the whys.

CHARACTER EDUCATION OBJECTIVES: Students will do some research to find out whether or not junk mail effects the persons recieving it.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: The students will find out whether or not drugs are disseminated through the mail and also the laws concerning suspect packages.

METHODS OF EVALUATION:

Oral testing
Student-teacher conferences
Students use of the postal service

PRIMARY ENVIRONMENTAL BOOKS

Aulaire. Animals Everwhere. Doubleday/54. (Animals from the tropics to the artic pictured in their natural habitat).

Brown. Wheel on the Chimney. Lippincott/54. (A simple text tells of the ways of storks and hazards in their long flight south. Also shows the beauty of the seas & continents.)

Bulla. The Poppy Seeds. Crowell/55. (A little mexican Indian boy is given a present of some poppy seeds. He plants them throughout the village. The only seed that survives the drought are those spilled beside the stream.)

Burton. The little House. Houghton/42. (This book shows the changes in a neighborhood as cities grow larger.)

Caudill. A Pocketful of Crickets. Holt/64. (A nature story with distinctivly designed pictures of farm life.)

Freschet. Web in the Grass. Scribner/68. (This book presents spiders as neutral animals who have specific life functions.)

Van Sickle. Ed. Fuel & Energy. MacDonald/75. Grs. 2-3.

Garelick. Down to the Beach. Four Winds/73.
Where does the Butterfly go when it rains. Four Winds/61.

George. The hole in the tree. Dutton/57. (This book tells how the hole was made and discuss insects, birds and animals that use it as refuge or storage.

Goudey. The day we saw the sun come up. Scribner/61.

Gutnik. Energy: it's past, it's present, it's future. Grs. 3-4. Children's Press/75.

Hader. The Big Snow. Macmillan/48.

Hawkinson. The old Stump. Whitman/65. (A nature book for the picture book age).

Lefkowitz. Save it! Keep it! Use it again. Parents/77. Grs. 3-4.

McCloskey. Make Way for Ducklings. Viking/41. (A well-loved children's story that is also rich in the beauty of wildlife).
One Morning in Maine. Viking/52. (This book gives you the feeling of being at a seashore in maine).
Time of Wonder. Viking/57. (A book that gives a feel of the change of seasons and weather on an island in Maine).

Mizumura. If I built a village. Crowell/71. (A simple but poetic statement on ecology).

Parnall. The Mountain. Doubleday/71. (A picture book on preserving ecological balance).

Peet. Farewell to Shady Glade. Houghton/66.
The Wump World. Houghton/70. All ages.

Pine. Energy All Around. McGraw-Hill/75. Grs. 3-4.

Seuss. The Lorax. Random House/71.

Shulevitz. Rain, Rain, Rivers. Straus/74.

Smith. Sun Power. Coward-McCann/76. Grs. 2-3.

Stone. Last Free Bird. Prentice-Hall/67. All ages.

Tresselt. Autumn Harvest. Lothrop/51. (Bright colored pictures & text describe the changes that take place in the fall).

The Dead Tree. Parents/72. (A poetic description of the life cycle of an oak tree, noting what lives on it, in it and the many things dependent upon it).

Hi Mister Robin. Lothrop/50. (The pages offer field, brooks, trees and a cold world changing to the warmth of spring).

Rain, Drop, Splash. Lothrop/46. (The text follows the raindrops from puddle to sea.

Wonder Books. (36 easy readers on subjects ranging from teeth & hair to tigers and dinosaurs. Glossaries in each book).

PRIMARY BOOKS DEALING WITH CHARACTER EDUCATION

Ancona. I Fell. Dutton/77. Grs. 3-4.

And it is still that way; Legends told by Arizona Indian Children. Scribner/76. Grs.3-4.

Baldwin. Jenny's Revenge. Four Winds/74.

Beim. Swinning Hole. Morrow/51. (Both of these books show the naturalness with which two friends play together color being of no importance).
Two is a Team. Harcourt/45.

Blue. I am here: Yo Estroy Agui. Watts/71. (A warm story of a Puerto Rican child who is lonely and frightened and how the teacher helps her exchange words with other children).

Berger. How does it feel when your parents get divorced? Messner/77. Grs. 3-4.

Bernstein. When People Die. Dutton/77. Grs. 2-3.

Bonsall. The day I had to play with my sister. Harper/72.

Borack. Granpa. Harper/67.
Raccoons are for Loving. Random House/68. (A simple story that projects the affinity between children and animals).

Buckley. Grandfather & I. Lothrop/59.
Grandmother & I. Lothrop/61.
Michael is Brave. Lothrop/71.

Caines. Abby. Harper/73. (Abby is an adopted pre-schooler. This is a story of a warm & loving black family and can be used to introduce the subject of adoption).

Cohen. Best Friends. MacMillan/71.
Will I have a Friend. MacMillan/67.

Delton. Two good Friends. Crown/74. (This story shows the wisdom of sharing talents.)

De Paola. Nana upstairs & Nana Downstairs. Putnam/73. (A tender story of grandmothers and death).

Greenfield. She come bringing me that little Baby Girl. (A story of a boy who wanted a brother changes his opinion of his baby sister).

Heide. Sounds of Sunshine, Sounds of Rain. Parent's/70. (A blind boy's experiences in discovering his world).

Hoban. A Birthday for Frances. Harper/68. (A book that deals with sibling jealously).

Hutchins. Titch. Macmillan/71. (Titch is the youngest in his family. He surprises his brother & sister with the unexpected growth of his "seed").

Iwasahi. Will you be my Friend. McGraw/74. (Conveys the situation of having and being a new child in the neighborhood).

Johnson. The Value of Courage; The story of Jackie Robinson. Value Communications/77. Grs. 3-4.

Kelton. The Finger Game Miracle. Raintree/77. Grs. 2-3. (The text & drawings relate Helen Kellers struggles to over come deafness, blindness & dumbness; and reach out to the world).

Lasher. He's my Brother. Whitman/74. The experiences of a slow learning brother).

Lee. Manners to Grow On. Doubleday/55. Primary and Intermediate.

Lexau. Benjie. Dial Press/64. (A small painfully shy boy and his loving relationship with his grandmother).

Lundgren. Matt's Grandfather. Putnam/72. (A story of a child's adjustment to a grandparent who is in a nursing home and is senile).

Mann. The New Baby. Coward-McCann/68. (The story of Jenny, an only child, and her experiences adjusting to a baby sister).

Martin. The Rice Bowl Pet. Crowell/62. (Points up without preaching, courtesy and consideration for others).

Miles. Around and Around Love. Knopf/75. Grs. 1-2.

Ness. Sam, Bangs & Moonshine. Holt/66. (Sam learns the difference between true imagination and uncontrolled flights of fancy).

Nye. What Color am I. Abingdon/77. Grs. 1-2.

Perrine. Salt Boy. Houghton/68. (A story of a Navajo child's experiences showing cultural values).

Simon. All Kinds of Families. Whitman/76.

Udry. Let's be enemies. Harper/61. (A book about childhood friendships).

Viorst. The tenth good thing about Barney. Atheneum/71. (A book about the death of a pet cat and the questions that arise about the finality of death).

Zolotow. My Grandson Lew. Harper/74. (Lew awakens and remembers his grandfather, who is dead, coming to his room where he called).
The quarreling book. Harper/63. (Father forgets to kiss mother goodby, Mother is cross and everone has a bad day including the dog & cat).

PRIMARY AUDIO VISUALS

(These will all be found in one or more of the Knox County Elementary Libraries).

The Adventures of the Lollpop Dragon. Positive social attitudes & human values. SVE. 6 filmstrips and records.

The Adventures of the Lollipop Dragon. Self-Awareness: "The Me I Can Be. SVE. 6 filmstrips & cassettes.

The Adventures of the Lollipop Dragon. "The World of Work". SVE. 6 filmstrips & records.

Career Awareness Program, Starring Popeye the Sailor. 15 different titles covering all 15 U.S. Office of Education Occupation Clusters. all ages.

Career Development for Primary Grades. 4 filmstrips & 4 cassettes, student activity masters. EMC Corporation.

1. People Make a School Go
2. Teamwork in a toy factory
3. Working for an airline
4. Look out World "Here I Come"

Careers Lotto Kit. 3 games. School Supply.

Chick, Chick, Egg Incubater.

Community Helpers. Set of Large face puppets. School Supply.

Community Services. Southern School Supply. 6 filmstrips with 1 cassette.

1. Beautician/Barber
2. Laundry/cleaner
3. Florist
4. Jeweler
5. Banker
6. Librarian

Community Workers. Southern School Supply. 6 filmstrips with 1 cassette.

1. Auto Service
2. Supermarket Manager
3. Appliance Repairman
4. Bus Driver
5. Local Newspaper/Printer
6. Restaurant Helper

Drugs and You. SVE. 4 filmstrips with records or cassettes.

1. Watch what you eat
2. Take Care of your Body
3. Helpful Medicines
4. Drugs can be dangerous

Earning & Using Money. (20 story prints & teacher's guide)

Family. Set of Large face puppets. School Supply.

Flannel Board Set: When I grow up I want to be. School Supply.

Health. (Source not given). 3 filmstrips.

1. Keeping Clean
2. Protecting your eyes & ears
3. How to grow well and strong

Health Occupations. Southern School Supply. 6 filmstrips and 1 cassette.

1. Nurses Aide
2. Dental Assistant
3. Ambulance Driver
4. School Nurse
5. Pharmacist
6. Doctor M.D.

Hospital Helpers. (8 Story Prints).

How We Get Our Homes. SVE. 4 filmstrips

1. Planning the home
2. Building the Foundation
3. Building the Shell
4. Finishing the Home

Learning about Careers. (20 prints & Teacher guides) School Supply.

Learning to Live with Others. SVE. 4 filmstrips & records or cassettes.

1. Learning to be your best self
2. Learning about Listening
3. Learning what Giving is About
4. Learning to be Responsible

Manners Wherever You Go! (Source not given) 1 filmstrip.

Medicines, Drugs and Healthful Living. SVE. 4 filmstrips with 2 records.

1. How do I Stay Healthy
2. Who helps us stay Healthy
3. Things That Keep Us Healthy
4. What is Drug Abuse

My Mother Works. Eyegate. 6 filmstrips with cassettes.

1. My Mother Works at Home
2. In an Office at home
3. In a Business Office
4. In a Store
5. In a Profession
6. In a Surprising job

Neighborhood Friends & Helpers. (8 Story Prints)

Out Helpers Play House. Game. School Supply.

Personal Service Careers. Southern School Supply. 6 filmstrips with 1 cassette.

1. Service Station Attendent
2. Meat Cutter
3. Pet Shop Owner
4. Beautician
5. T.V. Repairman
6. Clergy

Physical Education Programmed Activities. Educational Research Council of America's Physical Education Program. '69.

Public Services. Southern School Supply. 6 filmstrips with 1 cassette.

1. City Worker
2. Fire Fighter
3. Police Officer
4. Park Ranger
5. Postal Worker
6. Teacher

Tales of the Wise Old Owl. SVE.

Group 1. 6 filmstrips with records.

1. Dr. Retriever's Surprise (Being responsible)
2. The Busy Bee (diligence)
3. Commencement at the Obedience Academey (true achievement)
4. Silly Excuses (honesty)
5. Chuckie Chipmunk (neighborliness)
6. Speedy the Snail (forgiveness)

Group II. 6 filmstrips with 3 records.

1. Bushy the Squirrel (sharing)
2. Corky the Crow (fair play)
3. Bruso the Beaver (unselfish service)
4. School days in the Ocean (wise use of time)
5. House of the Wren (preparing wisely)
6. Peppy the Pup (Love of home 7 family)

Group III. 6 filmstrips with 3 records.

1. Bootsie the Lamb (warmth of family life)
2. The Feather that was Lost (true friendship)
3. The Winds and the Sea (receptive minds)
4. Pearl of Great Price (proper values)
5. The Fairy Ring (patience)
6. Justus the Ant (law & order)

Targo the Job Explorer. SVE. 6 filmstrips with 3 records.

1. Jobs at home and school.
2. Who's cooking Targo?
3. Tale of a Nail
4. Where's the Ice Cream?
5. Pride of the Slippery Fish
6. Who's got the Roller Coaster?

Transportation Careers. Southern School Supply. 6 filmstrips with 1 cassette.

1. Taxie Driver
2. Truck Driver
3. Ticket Agent
4. Flight Attendent
5. Diesel Mechanic
6. Airline Pilot

You and Mass Production. SVE. 4 filmstrips with cassettes.

1. From One by One to Lots and Lots
2. The Paper Bag
3. Clarence the Car
4. Buttons, Buttons

You and Recycling. SVE. 4 filmstrips & records or cassettes.

1. The Magician
2. Kiwi and the Bottles
3. Water All Around Us
4. Trash Treasure Hunt

You the Consumer. SVE. 4 filmstrips 7 records.

1. Where does your Allowance Go?
2. The Commerical
3. It all works together
4. Blue Jeans, Bubble Gum & Comic Books

CAREER & CONSUMER EDUCATION BOOKS
FOR INTERMEDIATE & JUNIOR HIGH

Adkins. Toolchest. Grs. 5-8. Walker/73

Adler. Irrigation. Grs. 5-8. Day/64.

Argott. The Social Studies Student Investigates Money. Grs. 7-9. Richard Rosen/77.

Armstrong. How to Turn Lemons into Money. Grs. 3-5. Harcourt/76.

Arnold. Career Choices for the 70's. Grades 7-8. Crowell/71.

Barth. Your Aptitudes. Grs. 5-8. Lothrop/74.

Benson. Careers in Conservation. Grs. 4-6. Lerner/74.

Berger. Animal Hospital. Grs. 3-5. Day/73.

National Weather Service. Grs. 3-6. Day/71.

Oceanography. Grs. 3-5. Day/73.

Those Amazing Computers. Grs. 5-8. Day/73.

Bowman. New Women in Entertainment. Grades 7-9. Children's Press/76.

New Women in Social Sciences. Grs. 7-8. Children's Press/76

Boynton. Your Future in Banking. 2nd Ed. Grs. 7-9. Richard Rosen/76.

Bridges. Zoo Careers. Grs. 6-7. Morrow/71.

Buehr. There are several recommended books by this author that tell how a product is made or grown. Grs. 3 up.

Bulldoziers, Loaders & Spreaders. All ages. Doubleday/74.

Butterworth. Careers in the Services. Grades 6-8. Watts/76.

Cassiday. Fashion Industry Careers. Gr. 7 up. Watts/77.

Caudell. A Darkness at Dawn; Appalachian Kentucky and the Future. Univ. of Kentucky Press.

Colby. There are many titles by that relate to Career Education. These books appeal mainly to boys grades 4-8.

Crinner. Jobs in Personal Services. Grs. 4-8. Lothrop/74.
Jobs in Public Service. Grs. 4-8. Lothrop/74.

Dobb. Careers for the 70's: Conservation. Grs. 7-9. Crowell-Collier/71.

Dunbar. Zoology Careers. Watts/77. Grs. 7-9.

Durst. Your Future in Real Estate. Grs. 7-9. Rosen/76.

Englebardt. Jobs in Health Care. Grs. 5-8. Lothrop/73.

English. Women at their Work. Grs. 3-5. Dial/77.

Fenton. Careers in the Sport Industry. Grs. 7-8. Watts/77.
Ms. MD. Grs. 7-8. Westminster/73.
T.V. Radio Careers. Grs. 7-8. Watts/76.

Fixman. Aim for a job in Cartooning. Grs. 7-9. Rosen/76.

Forman. Inflation. Grs. 7-9. Watts/77.

Freeman. Very Important People Series. Grs. 4 up. Children's Press.

Goldreich. What can She Be: Series. Grs. 3-5. Lothrop Lee Shephard.

Hall. Jobs in Marketing & Distribution. Grs. 5-8. Lothrop/74.

Haskins. The Long Struggle: The Story of American Labor. Grades 7-9. Westminster/76.

Harris. Behind the Scenes in a Car Factory. Grs. 4-7. Lippincott/72.

Harrison. Here is Your Career; Auto Mechanic. Putnam/77.

Harris. Julie Harris Talks to Young Actors. Grs. 7-8. Lothrop/71.

Horn. Dozens of Ways to Make Money. Grs. 7-9. Harcourt/77.

Horton. Art Careers. Grs. 4-8. Watts/75.

Careers in Office Work. Grs. 7-8. Watts/77.

Careers in Theater, Music & Dance. Grs. 7-8. Watts/76

Houlehen. Jobs in Agribusiness. Grs. 4-8. Lothrop/74.

Hyde. Psychology in Action. Grs. 7-9. McGraw-Hill/76.

Kay. Clinic. Grs. 3-8. Watts/71.

Emergency Room. Grs. 5-8. Watts/70.

Health Care Careers. Grs. 7-8. Watts/73.

Let's find out About the Hospital. Grs. 5-8.

Klever. Women in Television. Grs. 7-8. Westminster/75.

Kohn. Computers at Your Service. Grs. 5-8. Prentice

Photography: Manual for Shutterbugs. Grade 3 up. Prentice-Hall/65.

Kraft. Careers in the Energy Industry. Grs. 7-9. Watts/77.

Lawson. Education Careers. Grs. 7-9. Watts/77.

Lerner. Careers in Beauty & Grooming. Grs. 4-6. Lerner/77.

Careers with a Newspaper. Grs. 4-6. Lerner/77.

Levy. Struggle & Lose, Struggle & Win: The United Mine Workers. Grs. 7-9. Four Winds/77.

Liebers. You Can Be Series. Grs. 5-8. Lothrop. '73-'77.

Lobb. Exploring Careers through Part-time & Summer Employment. Grs. 7-9. Richard Rosen/77.

Madison. Aviation Careers. Grs. 7-9. Watts/77.

McCall. Civil Service Careers. Grs. 7-8. Watts/77.

Your Career in Parks & Recreation. Grs. 7-8. Messner/74.

Millard. Careers in Enviroment Protection. Grs. 7 up. Messner/74.

Careers in Earth Sciences. Grs. 7 up. Messner/75.

Paradis. How Money Works: The Federal Reserve System. Grs. 5-8. Hawthorn Books/72.

Peck. Hotel & Motel Careers. Grs. 6-8. Watts/77.

Travel Careers. Grs. 6-8. Watts/76.

Peterson. Careers with a Fire Department. Grs. 4-6. Lerner/75.

Careers with the Postal Service. Grs. 4-6. Lerner/75.

Reuter. Careers in a Police Department. Grs. 4-6. Children's Press/77.

Careers in a Fire Department. Grs. 4-6 Children's Press Press/77.

Ritter. Money. Revised Edition. Grs. 4-6. Basic Books/77.

Robinson. Your Future in Nursing Careers. Grs. 7-8. Rosen/72.

Ross. Jobs in Marine Science; Commercial Fishing. Grs. 5-8. Lothrop/74.

Schwartz. The Night Workers. Grs. 2-5. Dutton/66.

Todd. Aim for a Job; Working with your Hands. Grs. 7-9. Richard Rosen/75.

Torbert. Park Rangers & Game Wardens the World Over. Grs. 4-7. Hastings/68.

Walters. Maritime Careers. Grs. 7-9. Watts/77.

Watts, Franklin; Publisher. 38 different books on careers. There is a set of these books in each school. Most of them are listed by author in this bibliography.

Weinstein. Money of Your Own. Grs. 7-9. Dutton/77.

Williams. Writing Careers. Grs. 7 up. Watts/76.

ENVIRONMENTAL BOOKS FOR INTERMEDIATE & JUNIOR HIGH

Many books in the 500's are on environmental topics as well as books with the Dewey Numbers 333.7-333.9. Look in your school library card catalog under environmental subjects.

Adamson. Who Owns a River? Grs. 4-6. Dillon/77.

Allen. Vansihing Wildlife of North America. National Geographic/74.

Anderson. Exploring City Trees & the Need for Urban Forest. Grs. 7-9. McGraw-Hill/76.

Brindze. The Sea; The Story of the Rich Underwater World. Grs. 7-9. Harcourt/71.

Cooper. The Balance of Living; Survival in the animal World. Natural History Press/71.

Energy Book 2. Grs. 7-9. Running Press.

Foster. The Sea Miners. Grs. 7-9. Hastings/77.

Gutnik. Energy; Its Past, It's Present, It's Future. Grs. 3-5. Children's Press/75.

Halacy. The Energy Trap. Grs. 7-9. Four Winds/75.

Now or Never; The Fight Against Pollution. Four Winds.

Hogner. Endangered Plants. Gr. 3 & up. Crowell/77.

Hyde. For Pollution Fighters Only. Grs. 7 up. McGraw/71.

Knight. Harnessing the Sun; The Story of Solar Energy. Grs. 7-9. Morrow.

Laycock. American's Endangered Wildlife. Grs. 5-8. Norton/69.

Wild Animals, Safe Places. Grs. 5-8. Four Winds/73.

World's Endangered Wildlife. Grs. 7-8. Grossett/96.

Lefkowitz. Save It! Keep It! Use It Again. Grs. 3-5. Parents/77.

McClung. Lost Wild America. Grs. 7-9. Morrow/69.

Lost Wild Worlds. Grs. 7-9. Morrow/76.

McCoy. A Sea of Troubles. Grs. 7-9. Seabury/75.

Melbo. Our Country's National Parks. Vol. 1 & 2. All Ages. Bobbs/73.

Miles. Save the Earth! An Ecology Handbook for Kids. Grs. 7 up. Knopf/74.

National Geographic Society. As We Live & Breathe; The Challenge of Our Environment. Grs. 7 up. 1971.

Perry. Our Threatened Wildlife. Grs. 7 up. Coward/69.

Pettit. The Long, Long Pollution Crisis. Grs. 7-9. Putnam/75.

Pine. Energy All Around. Grs. 3-5. McGraw-Hill/75.

Roth. Then There Were None. Grs. 4-6. Wesley/77.

Stone. The Last Free Bird. All Ages. Prentice-Hall/67.

BOOKS FOR INTERMEDIATE & JUNIOR HIGH
DEALING WITH CHARACTER EDUCATION

Many different kinds of books in a school library contribute to personal and character development. Much recommended fiction deals with minorities, family-life, growing up, divorce and death. Biographies for children make positive contributions to character development. Books in the 600's and 700's on health, sports, recreation and hobbies can be related to positive character development.

For special needs look in the card catalog or in a special Bibliography. Two recommended ones are: Gateways to Readable Books. (This is an annotated graded list of books for adolescents who are relucant to read or find reading difficult.) Reading Ladders for Human Relations (list books under topics, subdivided into primary, intermediate, junior and senior readers.) The following books are from selected bibliographies and are to be regarded as samples of the many different kinds of books that can be used to promote positive character development.

Antonacci. Physical Fitness for Young Champions. Grs. 3-8. McGraw/75.

And it is still that way: Legends told by Arizona Indian Children. Grs. 3 up. Scribner/76.

Berry. Manners Made Easy. Grs. 7-9. McGraw/66.

Black. The first Book of Ethics. Grs. 5-8. Watts/65.

Blassingame. The Story of the United States Flag. Grs. 4-6. Garrard/69.

Bradbury. Loner. Grs. 5-7. Houghton/70.

Buchmaster. Flight to Freedom: The Story of the Underground Railroad. Crowell/58.

Buchmaster. Women who shaped History. Grs. 6-8. Collier/66.

Burch. D. J.'s Worst Enemy. Grs. 4-6. Viking/66.

Hut School & the Wartime Home Front Hero's. Viking/75.

Queenie Peavy. Grs. 4-6. Viking/66.

Skinny. Grs. 4-6. Viking/64.

Burns. I am not a short Adult. Grs. 4-6. Little-Brown/77.

Carlson. Ann, Aurelia & Dorothy. Grs. 4-6. Harper/68.

Eagar. Why Am I so Miserable if these are the best years of My Life. Grs. 7-9. Lippincott/76.

My Life. Grs. 7-9. Lippincott/76.

Ellis. Celebrate the Morning. Grs. 7-8. Atheneum/72. (A story of a girl who has to come to accept that her mother is schizophrenic).

Friedman. Ellen and the Gang. Grs. 4-6. Morrow. (Ellen becomes involved with shoplifters).

Greene. A Girl Named Al. Grs. 7-8. (Al is an over fat girl who lives with her divorced mother).

Harris. Before you were three. Delacorte/77. Grs. 4-6.

Hughes. Famous American Negroes. Grs. 6-8. Dobb/54.

Jackson. Call Me Charley. Grs. 5-8. Harper/45.

Johnson. The Value of Courage; the Story of Jackie Robinson. Grs. 3-5. Value Communications/77.

Leaf. Fair Play. Lippincott/39.

Lee. Manners to Grow On. Grs. 3-6. Doubleday/55.

Lester. To be a Slave. Grs. 7-9. Dial/68.

Naylor. Getting Along with your family. Grs. 7-9. Abingdon/76.

Stambler. Women in Sports. Grs. 6-8. Doubleday/75.

Stolz. Juan. Grs. 3-6. Harper/70.

Van Ripper. Games of Basketball. Grs. 4-6. Garrard/68.

Wayne. Women Who Dared to be Different. Grs. 5-8. Garrard/73.

Wolf. Anna's Silent World. Grs. 3-7. Lippincott/77.

BOOKS FOR INTERMEDIATE & JUNIOR HIGH ON DRUG & ALCOHOL.

Anonymous. Go Ask Alice! Grs. 7 up. Prentice Hall/71. (An actual diary of a girl who became an addidt & died of an over dose.)

Austrain. Truth about Drugs. Grs. 6-8. Doubleday/70.

Cain. Young People & Drinking. 7 up. Day/70.

Young People & Smoking. Grs. 7 up. Day/64.

Curtis. Questions and Answers About Alcoholism. Grs. 7-9. Prentice Hall/76.

Englebardt. Kids & Alcohol, the Deadlist Drug. Grs. 5-8. Lothrop/75.

Evans. Alcohol & Alcoholism. Grs. 7-9. Watts/76.

Felsen. Can you do it Until You Need Glasses? Grs. 7-9. Dodd Mead/77.

Gorodetzky. What you Should Know About Drugs. Grs. 4 & up. Harcourt/70.

Hyde. Know about Drugs. Grs. 3-7. McGraw/71.

Mind Drugs. Grs. 7-9. McGraw/74.

Lieberman. The Dope Book. Grs. 7-9. Praeger/71.

Madison. Drugs & You. Grs. 6-8. Messner/71.

Smoking & You. Grs. 6-8. Messner/75.

Milgram. The Teenager and Smoking. Grs. 7 up. Richard Rosen/72.

Seixas. Alcohol-What it is, What it does. Grs. 3-4. Greenwillow Bks./77.

Sonnett. Smoking. Grs. 4-6. Watts/77.

Terry. To Smoke or not to Smoke. Grs. 7 up. Lothrop/69.

Whipple. Is The Grass Greener? Grs. 7 up. Luce R.B/71.

INTERMEDIATE & JUNIOR HIGH AUDIO VISUALS

Each of the items listed will be found in one or more of the Knox County Elementary Libraries.

The ABC's of getting and Keeping a Job. Eyegate. Jr. High. 8 filmstrips and records.

1. The ABC's of getting a Job
2. Preparing for the Job You Want
3. Appling for the job you want
4. On the Job
5. Budgeting your Money
6. Labor Unions
7. Health Rules to Follow
8. Quizstrip

Alcohol and You. Source not given Grs. 4-8. Filmstrip.

Alcohol, Narcotics and Tobacco. Eyegate. Intermediate & Jr. High. 9 filmstrips & Cassettes.

1. Alcohol-Chemistry & Uses, Alcohol in Industry
2. Alcohol-Health and Controling the effects of Alcohol
3. Narcotics-Background & Information, Uses & Dangers
4. Narcotics & Health-Crime
5. The Control of Narcotics
6. Tobacco-Historic Background
7. Tobacco-Statistics & Chemistry. Tobacco as a Business
8. Tobacco and Health-Effects of Cigarette Smoking
9. Tobacco-Report of U.S. Surgeon General's Advisory Committee

Are You Looking Ahead? Eyegate. Jr. High. 10 Filmstrips.

1. How about Being a Electronics Assembler?
2. Would You like to Sell?
3. Want to Work in the Laundry?
4. Do You Like Flowers?
5. Would You Like Hospital Work?
6. Do You Love Animals?
7. How About Office Work?
8. Do You Like Sports?
9. How about Being a Key Punch Operator?
10. Would You Like to be a Cashier?

Career Awareness Program Starring POPEYE the Sailor. 15 different titles covering all 15 U.S. Office of Education Occupation Clusters. All Ages.

Career Decision Game. Grs. 4-6. Instructor, McGraw-Hill.

Careers In Community Services. Southern School Supply.
Primary & Intermediate. 6 filmstrips, 1 cassette.

1. Beautican/Barber
2. Laundry/Cleaner
3. Florist
4. Jeweler
5. Banker
6. Librarian

Careers in Health Occupations. Southern School Supply.
6 filmstrips with 1 cassette. Primary & Intermediate.

1. Nurses Aid
2. Dental Assistant
3. Ambulance Driver
4. School Nurse
5. Pharmacist
6. Doctor M.D.

Careers in Personal Service. Southern School Supply.
6 filmstrips with 1 cassette. Primary & Intermediate.

1. Service Station Attendent
2. Meat Cutter
3. Pet Shop Owner
4. Beautician
5. T.V. Repairman
6. Clergy

Careers In Public Services. Southern School Supply.
6 filmstrips with 1 cassette. Primary & Intermediate.

1. City Worker
2. Fire Fighter
3. Police Officer
4. Postal Worker
5. Park Ranger
6. Teacher

Careers in Transportation. Southern School Supply.
6 filmstrips with 1 cassette. Primary & Intermediate.

1. Taxie Driver
2. Truck Driver
3. Ticket Agent
4. Flight Attendent
5. Diesel Mechanic
6. Airline Pilot

Careers Lotto Kit. 3 games. School Supply.

Community Workers. Southern School Supply. 6 filmstrips with 1 cassette. Primary & Intermediate.

1. Auto Service
2. Supermarket Manager
3. Appliance Repariman
4. Bus Driver
5. Local Newspaper/Printer
6. Restaurant Helper

Critical Areas of Health. SVE. Intermediate & Junior High. 2 filmstrips 7 records.

1. Tobacco & Your Health
2. Alcohol & Your Health

Drugs in Todays World. SVE. Intermediate & Junior High. 4 filmstrips and records.

1. Uppers and Downers: What killed Billy Lawton?
2. Psychedelics: A Way to Travel?
3. Opiates: What are Narcotics?
4. Why Drups?

Earning and Using Money. School Supply. 20 story prints & teachers guides. K-6.

Education for Occupations. Eyegate. Special Learning. 8 filmstrips and records.

1. Working in a Service Station
2. In a Supermarket
3. In the Printing Industry
4. In Food Service
5. Working with Business Machines
6. In Building Maintenance
7. Working in Manufacturing
8. In a Hospital

Exploring Careers. SVE. 6 filmstrips with records. Grs. 6-8.

1. The Telephone Installer
2. The Broadcast Technican
3. The Newspaper Reporter
4. The Airline Cabin Attendent
5. The long-haul Truck Driver
6. The Automotive Mech.

Finding Your Job. Eyegate. Junior High. 6 filmstrips & cassette.

1. Working for Someone Else
2. What do you do
3. Job shoping
4. The Job Interview
5. Getting a Better Job
6. Finding a Career

Foundations for Occupational Planning. SVE. Intermediate & Junior High. 5 captioned filmstrips.

1. Who are You?
2. What do Like to Do?
3. What is a Job?
4. What are Job Families?
5. What Good is School?

Health Filmstrips. Source not given. Grs. 1-6.

1. Keeping Clean
2. Protect Your Eye and Ears
3. How to grow well and strong
4. You and your clothes
5. You and your food

How to get along with yourself and Others. SVE. Grs. 4-6. 4 filmstrips with Record or cassettes

1. Respect for Property
2. Consideration for Others
3. Acceptance of Differences
4. Recognition of Responsibilities

Job Lab I. This kit is in all the schools. It contains information on 250 jobs. Each job is on a 6' x 9' card. Teachers guide included. Houghton-Mifflin Company.

Job Opportunities Now. SVE. Jr. High. 6 filmstrips & record.

1. In a Supermarket
2. In the World of Jobs
3. In a Dept. Store
4. In a Restaurant
5. In a Hospital
6. Requirements in the World of Jobs

Just Don't Stand There; Do Something! Source not given. filmstrip & cassette.

Land Conservation Today. Source not given. Intermediate & Junior High. Also in this series: Water Conservation Today, and Polution.

Learning About Careers. School Supply. 20 pictures & teacher's guide. K-6.

Learning to Live With Others. SVE. Primary & Intermediate. 4 filmstrips with records or cassettes.

1. Learning to be Your Best Self
2. Learning About Listening
3. Learning What giving is About
4. Learning to be responsible

Let the Buyer Beware. Eyegate. Intermediate & Junior High. 6 filmstrips with records.

1. Everthing is Not What it Appears to Be
2. Can You Believe Advertising
3. Johnny has One (Latest Fad)
4. Measures, Values & Bargains
5. Use Quality & Service
6. Is It Safe (Consumer Protection).

Living in a Drug Culture. SVE. Intermediate & Jr. High. 4 filmstrips with records.

1. Defining Terms
2. Coping with Yourself
3. Coping with Others
4. Coping with Adults

Manners Where Ever You Go! Intermediate . Filmstrip.

Many People, Many Careers. EMC Corpperation. Grs. 4-6. 4 filmstrips with cassettes, teacher manuel.

1. Thinking About Tomorrow
2. All Kinds of Careers
3. Going to the Hospital
4. Working with the Waltons

Modern Consumer Education Kit. Grolier Education Corp. Grs. 4-8. Consists of six modules with 30 pupils books with each modules. Includes cassettes tapes & filmstrips.

1. Food, Clothing & Shelter
2. Cars, Furniture & Appliances
3. Protecting Family Health & Security
4. You and the Law

5. Ways to Handle Money
6. Ways to Shop

My Mother Works. Eyegate. Primary & Intermediate. 6 filmstrips and cassettes.

1. My Mother works at home
2. In an Office at Home
3. In a Business Office
4. In a Store
5. In a Profession
6. In a Surprising Job

Narcotics and You. Source not given. Grs. 4-8. Part I and Part II. Filmstrips.

Opera, Careers in the Arts. Source not given. Filmstrip and cassette. 1977.

Physical Education Programmed Activities for Grades K-6. Educational Research Council of America's physical Education Program. 1964.

Public Service Workers. Eyegate. Intermediate & Jr. High. 6 filmstrips 7 cassettes.

1. City Administration
2. Police and Police Protection
3. Fire and Fire Protection
4. Post Office and Postal Workers
5. Sanitation and Maintence
6. Education and the Teacher

S.R.A. Career Information Kit. Large size.

Store of Fire. McGraw-Hill. Intermediate & Jr. High Filmstrip.

The Water we Drink. McGraw-Hill. Intermediate & Jr. High filmstrip.

The Successful Student: School Skills for Today & Tomorrow. SVE. Grs. 6-8. 6 filmstrips.

1. Why Study
2. Preparing to Study
3. Listening & Reading Skills
4. What to Ask, How & Where to find the Answer
5. What to Ask, & Where to Find the Answer, Part II
6. How to take a Test.

Surviving for Ecology Crisis. SVE. Intermediate & Jr. High. 4 filmstrips & records.

1. Polluted Planet
2. Overpopulation
3. People in Proverty
4. The Power Drain

Values. Eyegate. Primary & Intermediate. 6 filmstrips with records or cassettes.

1. Telling the Truth
2. What is Stealing
3. Kindness
4. Politeness
5. Reponsibility
6. Citizenship

Work Styles--Life Styles. Eyegate. Jr. High. 6 filmstrips with cassettes.

1. Public Contact & Service Careers
2. people who are self Employed
3. Working at a job
4. People who work in the Arts
5. People who work in the Professions
6. People who chose unusual Jobs

Workers of the Community. Eyegate. Intermediate & Jr. High. 6 filmstrips & cassettes.

1. Auto Service
2. Supermarket Manager
3. Appliance Repair Man
4. Bus Driver
5. Local Newspaper/Printer
6. Restaurant Helpers

You and Mass Production. SVE. Grs. 3-6. 4 filmstrips records or cassettes.

1. From one by one to Lots & Lots
2. The Paper Bag
3. Clarence the Car
4. Buttons, Buttons

You and Recycling. SVE. Grades 3-6. 4 filmstrips & records or cassetts.

1. The Magician
2. Kiwi & the Bottles

3. Water all around Us
4. Trash Treasure Hunt

You the Consumer. SVE. Grs. 3-6. 4 filmstrips and records or cassettes.

1. Where does Your Allowance Go?
2. The Commerical
3. It all works together
4. Blue Jeans, Bubble Gum and Comic Books

Your Chance to Live. Civil Defence Preparedness Agency. Intermediate & Jr. High. 8 filmstrips & cassettes.

1. Earthquake
2. Earthwatch
3. Flood
4. Hurricane
5. Nuclear Disaster
6. Pollution
7. Tornado
8. Winter Storm

UNIT OUTLINE

SUBJECT AREA: Business Education

CLUSTER: Business and Office

TITLE OF UNIT: Your Future in the Business World

UNIT OBJECTIVE: The business and office students will gain more knowledge of the business world, the variety of jobs available, the skills necessary to perform these jobs, and how to apply for a job. They will become aware of the practical and impractical aspects associated with jobs in this field and will learn the personal traits and qualities, as well as the skills, necessary to be successful in this type of work.

SUBJECT AREA OBJECTIVES:

English: The students will learn the importance of having a command of the English language in meeting people, applying for a job and in keeping a job.

Health: The students will learn the importance of personal hygiene in their personal life as well as in their business life.

Math: The students will learn how to make practical application of the math they already know as well as how to use business math in business situations and the classroom.

Civics: Students will learn that good citizenship is of utmost importance in getting along in the business world; they will learn that being considerate of co-workers might be the key to success in their job.

Home Econimics: Students will learn how to groom for office work, and they will learn proper etiquette in the modern office.

ACTIVITIES INCLUDED:

Kuder Interest Survey, show films from the Regional Office at London, show filmstrips from school library, transparencies on office behavior, dress and ethics, filmstrips on applying for a job and job interviews, write a paper on the career of student's choice, interview person in career in which student is interested, field trips to local bank, Union College, and various business offices, and role playing.

FOCAL POINT OF UNIT:

This would be the hands on experiences the students would get such as: operating the bookstore, co-op students working in offices, working with competency based programs, and typing and doing other types of work that will be actually used by other students, teachers, or school and/or business personnel.

RESOURCES:

Materials: Films, filmstrips, Exploratory Career Labs, transparencies, posters, bulletin boards, games, puzzles, cassettes, records, and office equipment in the classroom and bookstore.

Community: Bankers, insurance personnel, Union College, local business people, parents, and other teachers.

STAFF DEVELOPMENT OBJECTIVES: The teacher will gain more insight into the students' needs and also open up new lines of communication between community, parents, and the school.

CONSUMER EDUCATION OBJECTIVE: Students will learn methods of buying and selling, and they will learn to select products that will sell. They will learn the consequences of not choosing wisely.

CHARACTER EDUCATION OBJECTIVE: Students will learn that integrity and character are necessary to survive in the business world and that attitudes and behavior cause more job losses than lack of skills.

ENVIRONMENTAL EDUCATION OBJECTIVE: To help students to understand that in all phases of business and office work there is a need to conserve energy, paper, and other materials.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: To impress upon the students the enormous number of jobs lost and not obtained because of alcohol and drugs, and to teach them the economic loss as a result of alcohol and drugs.

METHODS OF EVALUATION:

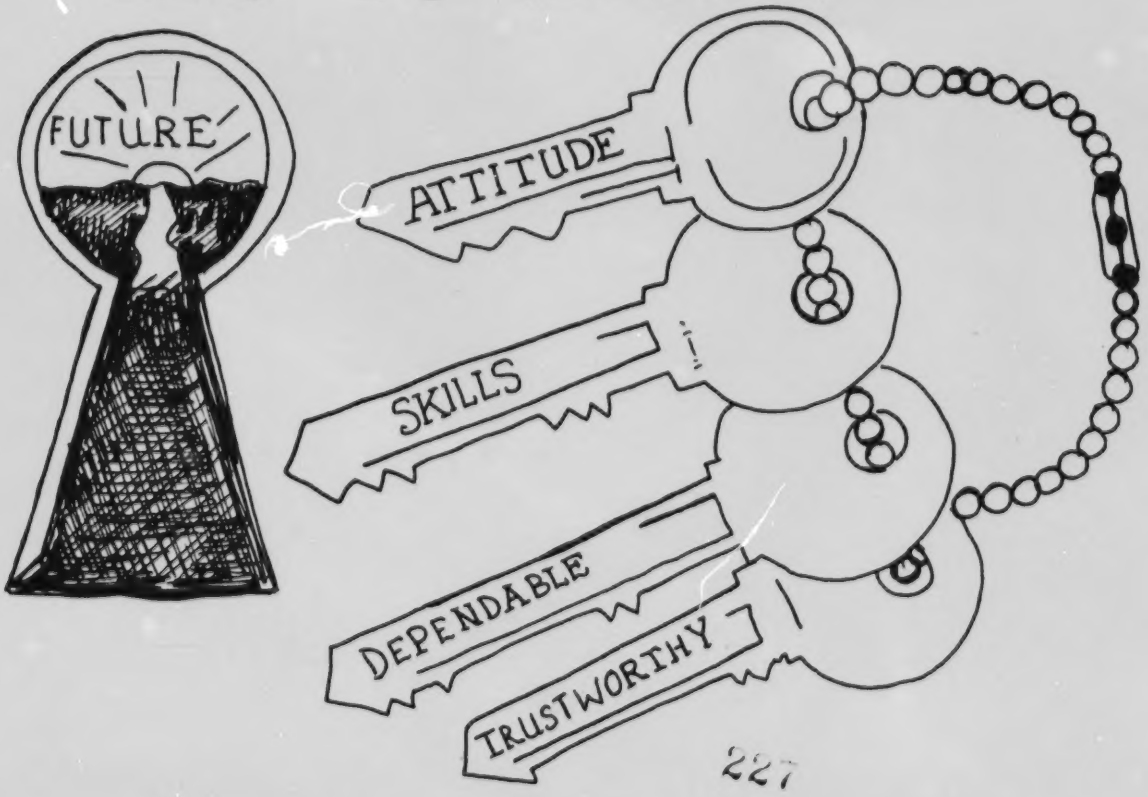
Teacher evaluation through observation, class discussion, reports, field trips, career paper, and attitude evaluation. Students will do a self-evaluation.

NEATNESS COUNTS IN GETTING A JOB

MAIERIALS

1. yarn for braid.
2. Ribbon for bows.
3. Material for dress.
4. Comb.
5. Brush.

KEYS TO SUCCESS



UNIT OUTLINE

SUBJECT AREA: Social Studies

CLUSTER: Consumer Homemaking and Related Occupations

TITLE OF UNIT: How Americans Manage Their Money

UNIT OBJECTIVE: Students will increase their knowledge of how money is managed. They will also become aware of the world associated with buying and selling.

SUBJECT AREA OBJECTIVES:

English: Students will spell and define words in the unit relating to the consumer and business world.

Math: Students will solve money problems comparing sale prices and regular prices.

Civics: Students will become better citizens as they become better consumers.

ACTIVITIES INCLUDED:

Field trips to several local grocery stores and department stores; conversations with workers in the stores, and interviews with the workers concerning their jobs. We will use several resource persons; panel discussions, and lectures from text material.

FOCAL POINT OF UNIT:

The experience of shopping for good buys in the things that the students are familiar with and use every day.

RESOURCES:

Materials: William Hartley's American Civics, Chapter 16; catalogues; newspapers, magazines, advertisements, consumer kits, and filmstrips.

Community: Field trips to local grocery stores, furniture stores, and clothing stores.

People: Local business persons.

STAFF DEVELOPMENT OBJECTIVE: As the class gets involved in activities, the teacher will become familiar with the community and specific persons in the community.

CONSUMER EDUCATION OBJECTIVE: Students will become aware of the value of money and how to increase their purchasing power.

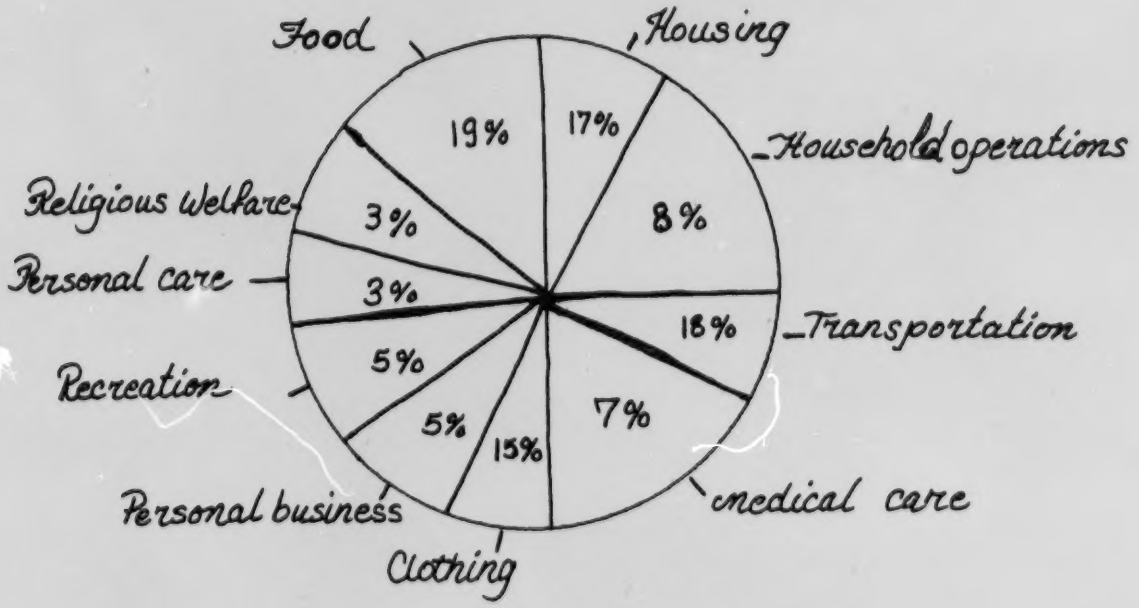
CHARACTER EDUCATION OBJECTIVE: Students will become better citizens as they become more aware of their role as consumers, and will learn how shoplifting increases prices.

ENVIRONMENTAL EDUCATION OBJECTIVE: Students will be made aware of the waste in the environment and ways in which they can help prevent waste.

METHOD OF EVALUATION:

Several teacher-made problems, comparative shopping results, written tests, and class participation.

HOW WE SPEND OUR MONEY



UNIT OUTLINE

SUBJECT AREA: Mathematics

CLUSTER: Business and Office

TITLE OF UNIT: Banking

UNIT OBJECTIVE: The students will be able to construct a model bank showing the different branches and the activities that go on and the forms that are used in each branch. They will become aware of the work, rewards, advantages and disadvantages in banking occupations.

SUBJECT AREA OBJECTIVES:

Business: The students will be able to use their math in typical every day business situations such as, balancing a check book, figuring interest on loans and savings accounts, writing checks, making change, cashing checks, and withdrawing money from a bank.

Drafting: Students will construct a model bank.

English: Students will learn the importance of good grammar and sentence structure in doing reports.

ACTIVITIES INCLUDED:

Students will do the following: A report on the history of banking; make a list of mathematical terms applied to banking; interview an employee of the bank; take part in a field trip to the bank; collect various forms used by the bank; compile a list of different banking careers and the requirements of each; and construct a model bank.

FOCAL POINT OF UNIT:

Construction of a model bank with role playing of the various occupations associated with the bank.

RESOURCES:

Local bank, bank personnel, films, filmstrips, and books.

STAFF DEVELOPMENT OBJECTIVE: The teacher will visit the bank and find out more about its operation so he/she can do a better job at teaching a unit on banking.

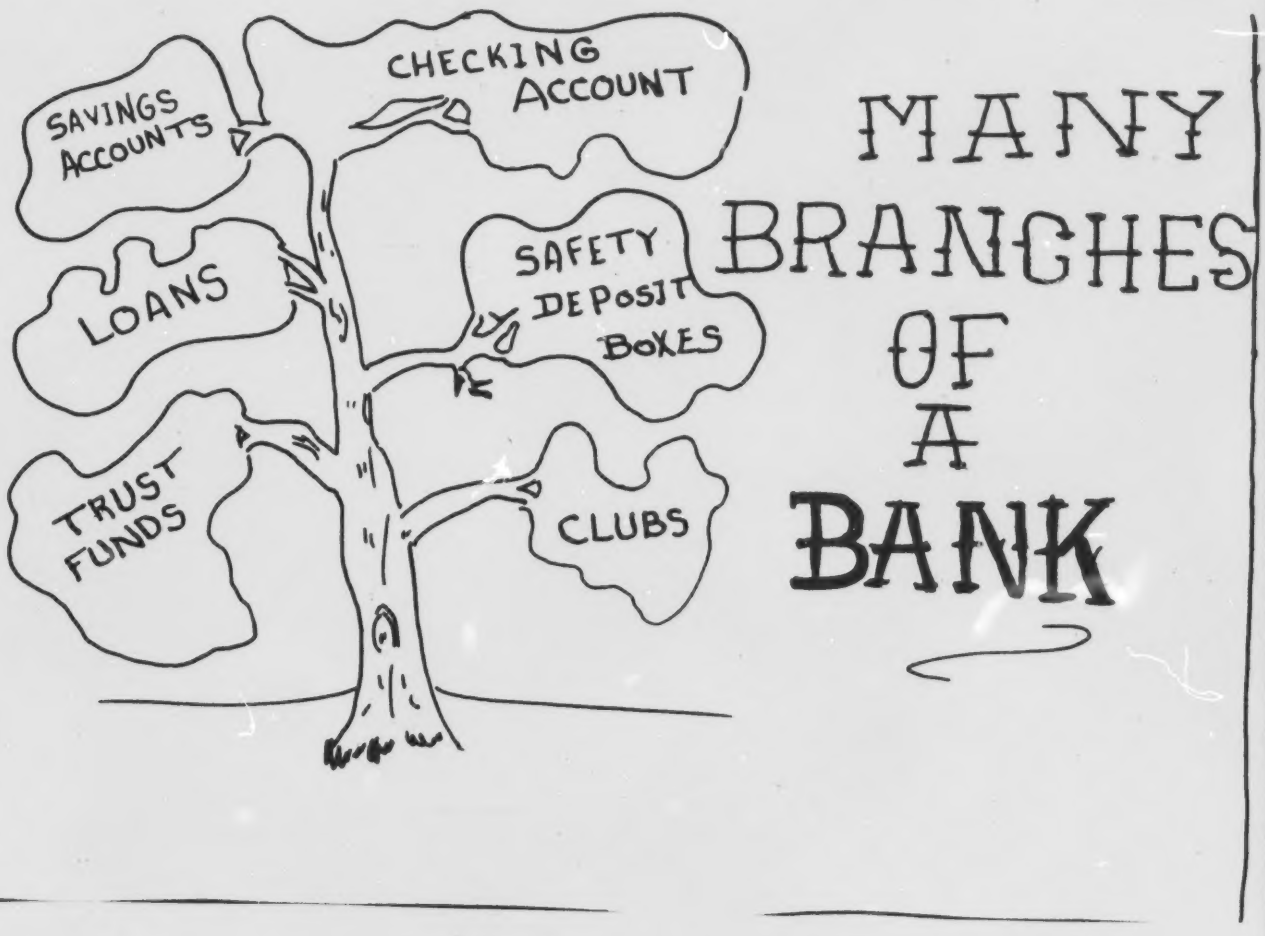
CONSUMER EDUCATION OBJECTIVE: The students will be able to see the importance of being able to keep a check book balanced and up to date.

CHARACTER EDUCATION OBJECTIVE: The students will be aware of the importance of being honest and trustworthy when dealing with money.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: The students will understand the importance of not using alcohol and drugs when working in a bank because one needs to have a keen mind and be able to cope with the public.

METHOD OF EVALUATION:

Teacher-made tests to cover the terms dealing with banking, evaluation of reports, class participation, evaluation of model bank, and test of mathematical concepts concerned with banking.



UNIT OUTLINE

SUBJECT AREA: Social Studies

CLUSTER: Communication and Media

TITLE OF UNIT: The Election Systems in the United States

UNIT OBJECTIVES: The students will gain an increased knowledge of politics and what is involved in running for political office. They will acquire a general knowledge of our political systems on all levels and the rewards and problems involved. They will gain an insight into politics and will be able to form rational opinions and develop critical thinking. They will also be made aware of the different careers available in politics.

SUBJECT AREA OBJECTIVES:

English: Students will be able to spell and use correctly at least 20 vocabulary words in a critical essay.

Political Science and History: Students will become acquainted with the history and development of our political systems.

ACTIVITIES INCLUDED:

A simulated presidential election in the classroom including the formulation of a party platform, political speeches and debates; interviews and question-answer sessions with local politicians; and field trips to the courthouse. A real voting machine will be obtained for voting so that hands-on experiences can be gained.

FOCAL POINT OF UNIT:

Conducting the campaign and the outcome of the election.

RESOURCES:

Current articles from newspapers and magazines, tape recorded speeches of political candidates, local politicians, field trip to courthouse, and textbook materials.

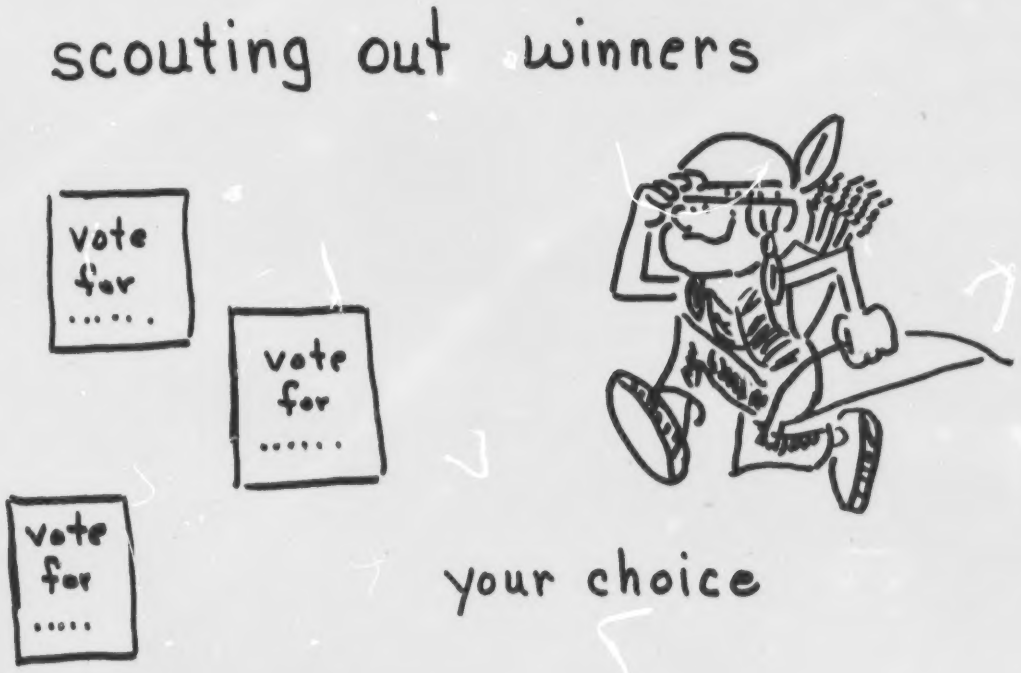
STAFF DEVELOPMENT OBJECTIVE: The teacher will become more aware of the depth of the political systems.

CHARACTER EDUCATION OBJECTIVE: Students will improve their attitudes toward politics as their knowledge of the systems increases. They will become more alert and critical minded at the end of the unit.

ENVIRONMENTAL EDUCATION OBJECTIVE: Students will be made aware of the eyesore that posters in inappropriate places causes and will learn that after the election is over it is their responsibility to clean up posters, etc.

METHOD OF EVALUATION:

Students will take quizzes and other teacher-made tests. They will also write a critical essay.



UNIT OUTLINE

SUBJECT AREA: English

CLUSTER: Homemaking, Construction, and Fine Arts

TITLE OF UNIT: Julius Caesar

UNIT OBJECTIVE: The students will be able to summarize the play, know by memory some selections of the play, and will design and build a small Glode theater and/or made for a doll a costume characteristic of the period.

SUBJECT AREA OBJECTIVES:

Drafting: Designing the theater

Home Economics: Designing and sewing costumes.

History: Students will be aware of the historical significance of the period.

Math: Students will use math in building the theater and in making costume.

ACTIVITIES INCLUDED:

See the movie, Julius Caesar, at the local theater, make bulletin board depicting favorite scenes, making clothes for doll and building theater model, and listening to the album, Julius Caesar.

FOCAL POINT OF UNIT:

Construction of model theater and designing and making doll costume and displaying these items.

RESOURCES:

Filmstrips, library, films, records, textbook, drafting teacher, and local theater.

CONSUMER EDUCATION OBJECTIVE: Students will learn to use materials they already have have rather than buying new materials when constructing theater and when making costume.

STAFF DEVELOPMENT OBJECTIVE: The teacher will enrich his/her knowledge of the history of the period being studied as well as current news items in order to relate history to present day situations.

CHARACTER EDUCATION OBJECTIVE: Students will study the personalities of characters in the play and then do a self-analysis. This should help them to understand more about who they really are and the motives for their actions. Also in this they could plan for a future career based on their interests and personality. Moral values will be stressed throughout the unit.

METHOD OF EVALUATION:

Tests, projects, memorization, and class participation.

UNIT OUTLINE

SUBJECT AREA: Agribusiness

CLUSTER: Agribusiness and Natural Resources

TITLE OF UNIT: Horticulture

UNIT OBJECTIVE: To provide the students with the opportunities to explore careers in agribusiness; to involve students in experiences which will prepare them for work that will be challenging and suited to their desires and abilities; and to have all students participate in activities.

SUBJECT AREA OBJECTIVES:

Math: Students will learn to relate the metric system to their use in measurements.

Science: There will be a discussion of insecticides and the chemical ingredients found in them.

Business: The students will learn to figure the cost and profit mark up needed to earn a profit.

Health: There will be a comparison of the affect of other occupations on workers in the relationship to farming.

ACTIVITIES INCLUDED:

Class discussions: Have class discuss future of agribusiness careers

Class participation: Have class fill out occupational choice forms. Distribute handbooks on selected agribusiness occupations. Work in local greenhouses.

Field trips: Visit local banker for finance discussion. Have guidance counselor to speak about career preparation. Visit local greenhouses and farms.

FOCAL POINT OF UNIT:

Field trips and work experience.

RESOURCES:

Materials: Bulletin board (prepared by students--give prize for best board). Filmstrips.

Community: Banker, guidance counselors, local farms and greenhouses.

CONSUMER EDUCATION OBJECTIVE: Students will be helped to understand the best way to acquire more for the money they earn and spend. They will be informed on the use of banking in relation to financial matters.

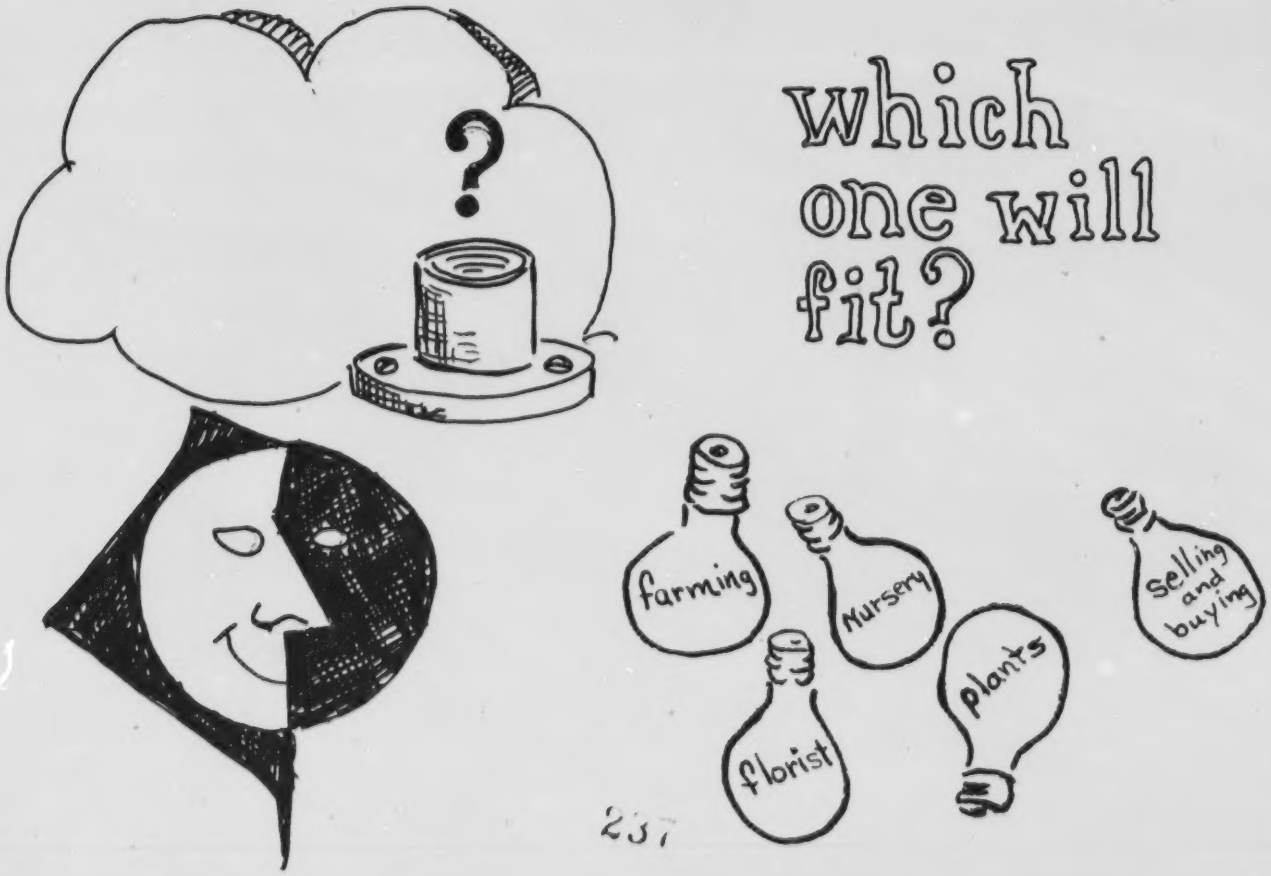
CHARACTER EDUCATION OBJECTIVES: Personal values will be discussed throughout the course. How to treat their fellow man and the history of farmers as good citizens in this nation will be stressed.

ENVIRONMENTAL EDUCATION OBJECTIVES: The role that farm careers play in the environmental health of our nation can be interwoven throughout the course.

ALCOHOL AND DRUG EDUCATION OBJECTIVES: The many different agriculture products that are used in the production of alcohol and other drugs and their detrimental effect on society will be discussed.

METHODS OF EVALUATION:

Twenty percent by testing.
Twenty percent class participation.
Fifty percent on job experience in greenhouse.
Ten percent teacher observation.



UNIT OUTLINE

SUBJECT AREA: Physical Education

CLUSTER: Hospitality and Recreation

TITLE OF UNIT: How to Be Professionally Fit

UNIT OBJECTIVE: By the end of the year the physical education students will know four different careers in professional sports.

SUBJECT AREA OBJECTIVES:

Health: Provide the students with information on the field of health and help them to understand how exercise relates to good physical fitness.

Math: Show the students how to use math to figure the time it takes to compete in a contest dealing with sports.

ACTIVITIES INCLUDED:

Students will view professional sports on television. They will read and listen to interviews with athletes using newspapers, sports magazines and television. They will do library research on the various careers in sports and prepare a paper on the one that interests them most.

RESOURCES:

Magazines, newspapers, television, radio, interviews, and the library.

CONSUMER EDUCATION OBJECTIVE: Students will be helped to understand the best way to receive money from sports.

CHARACTER EDUCATION OBJECTIVE: Personal values will be discussed throughout the course. Students will also be made aware of how to receive the most out of their job.

ALCOHOL AND DRUG OBJECTIVE: Show students that drugs cannot be part of their life in sports.

METHODS OF EVALUATION:

Have students list careers, oral reports, group discussion, and teacher-pupil discussion.

UNIT OUTLINE

SUBJECT AREA: Driver Education

CLUSTER: Transportation Occupations

TITLE OF UNIT: Motor Vehicle Operations

UNIT OBJECTIVE: By the end of the semester, the students will demonstrate their knowledge of opportunities that are available for motor vehicle operators.

SUBJECT AREA OBJECTIVES:

English: Students will be aware of the importance of good spelling and writing in doing reports.

Business: The students will know the information pertaining to the laws concerning vehicle inspections.

Reading: The class will be able to identify all road signs.

ACTIVITIES INCLUDED:

We will cover a unit from the textbook which focuses on job opportunities for motor vehicle operators. Students will see films and filmstrips on jobs in vehicle operators. Students will have individual conferences with guidance counselors, and they will do oral reports on jobs including requirements, salaries, and the future of that particular job.

FOCAL POINT OF UNIT:

Oral reports on jobs, and written presentation to parents.

RESOURCES:

Library, filmstrips, films, textbook, and guidance counselors.

CONSUMER EDUCATION OBJECTIVE: Students will understand the relationship of consumer power and the job they select.

CHARACTER EDUCATION OBJECTIVE: Personal values will be discussed throughout the course to help other drivers on the road.

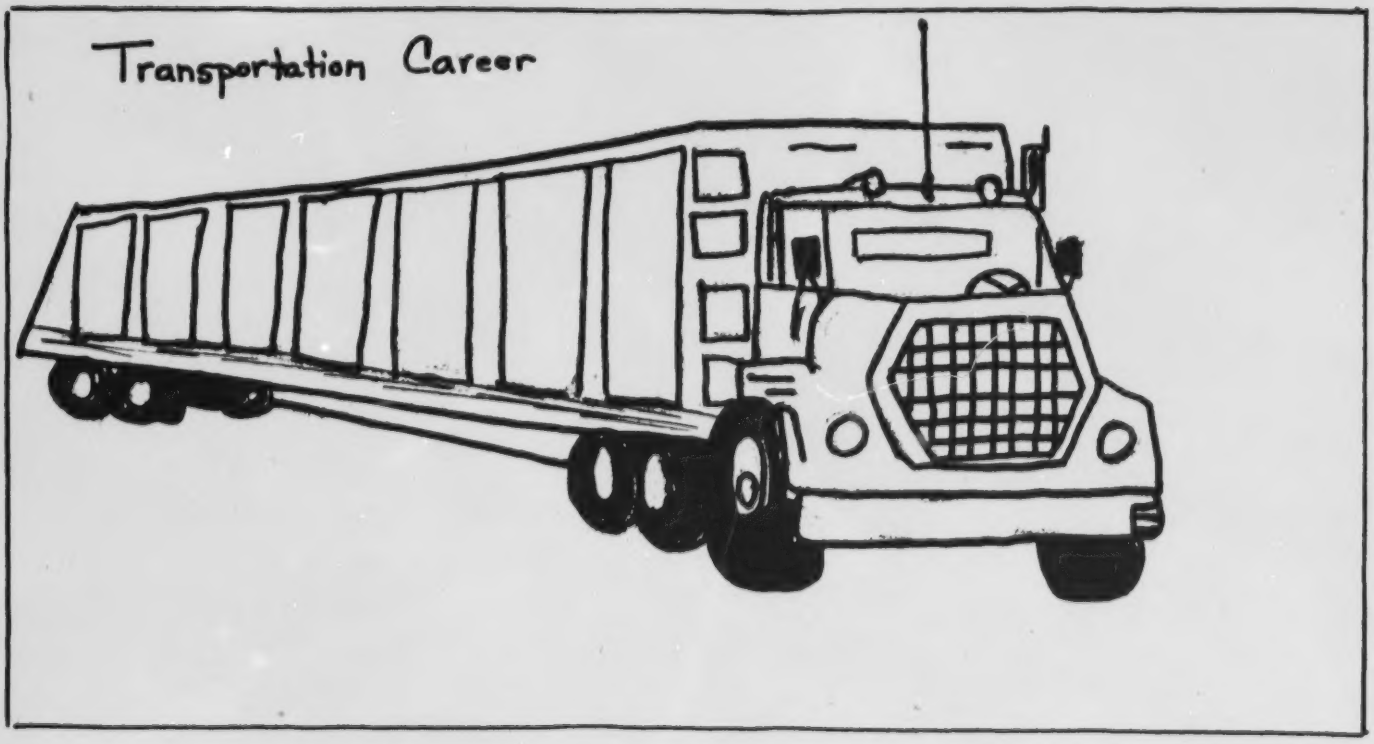
ENVIRONMENTAL EDUCATION OBJECTIVES: The responsibilities that the professional driver has to the environmental situation dealing with pollution will be discussed.

ALCOHOL AND DRUG OBJECTIVES: Students will learn that alcohol and drugs are not part of a responsible drivers life.

METHODS OF EVALUATION:

Have students present this program to parents on paper and see if they can thoroughly discuss the field.

A written test, and evaluation will be done on oral reports.



UNIT OUTLINE

SUBJECT AREA: Foreign Language

CLUSTER: Agribusiness

TITLE OF UNIT: The Farm

UNIT OBJECTIVE: The students in French/Spanish will gain an increased knowledge in oral French/Spanish as related to farm life. By the end of the unit, students will be able to converse about the farm in French/Spanish.

SUBJECT AREA OBJECTIVES:

English: Students will be able to use new vocabulary in English which they can translate to French/Spanish. They will be able to recognize tense and function of each word in sentences constructed.

ACTIVITIES INCLUDED:

Students will visit several kinds of farms in the area. By conversing with the various people on the farms, they will become aware of farm work and the kinds of skills needed for each type of work. They will translate tape recordings, teacher-made exercises, and textbook exercises to French/Spanish and from French/Spanish to English. Students will do a bulletin board portraying farm life, using magazine pictures or drawing pictures and illustrations.

FOCAL POINT OF UNIT:

Demonstrating their ability to converse about the farm in French/Spanish.

RESOURCES:

The textbook, tape recorder, magazines, field trips, and bulletin boards.

STAFF DEVELOPMENT OBJECTIVE: The teacher will develop a better understanding of life in general and a closer relationship with the students will be accomplished as the teacher gains a better perspective of the students' backgrounds.

CONSUMER EDUCATION OBJECTIVE: Through conversation and visits to the farms, students will become aware of the necessity of selective buying and the importance of understanding how to manage time, money, and materials.

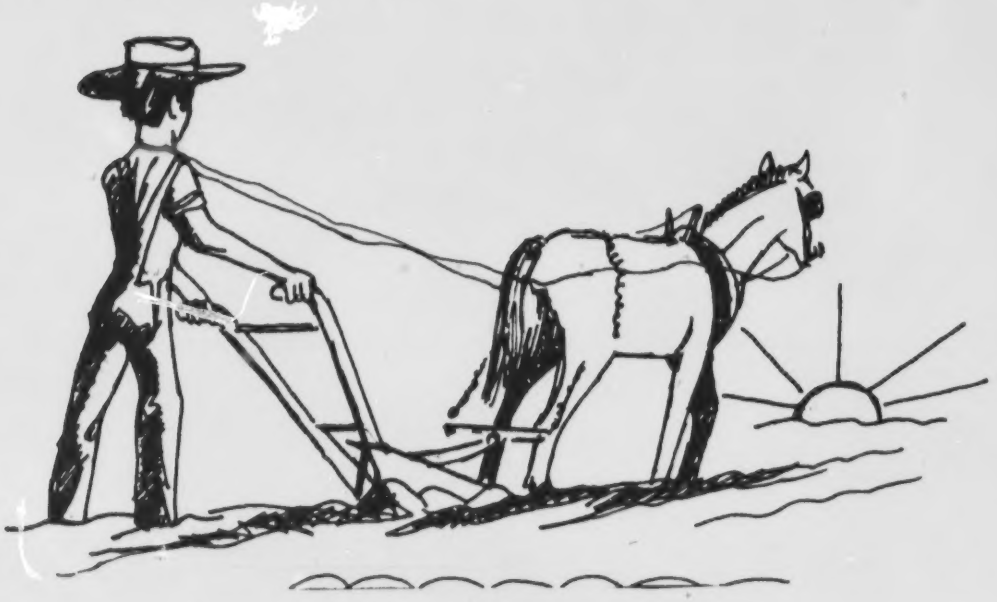
CHARACTER EDUCATION OBJECTIVE: Students will gain an added respect for farming and come to realize the importance of being ethical in all their endeavors.

ENVIRONMENTAL EDUCATION OBJECTIVE: Students will be made aware of the miracles of nature--the growth of plants from seeds, reproduction of animals, etc.

METHOD OF EVALUATION:

Students will be evaluated by their oral conversations in French/ Spanish and by teacher-made tests.

Plow a straight furrow
to your future.



UNIT OUTLINE

SUBJECT AREA: Art

CLUSTER: Fine Arts

TITLE OF UNIT: The Printing and Selling of Stationery

UNIT OBJECTIVE: To gain a knowledge of commercial art and its importance in everyday life.

SUBJECT AREA OBJECTIVES:

Drafting: Students will be made aware of the job opportunities in this area as they learn to do illustrations, lettering, designs, and layouts.

Salesmanship: Students will learn techniques in sales promotion.

English: Students will be made aware of the necessity of good English in selling and promoting a product.

ACTIVITIES INCLUDED:

Students will design the stationery, cut the stencils, mount the stencils on the silk screen press, mix colors, and print the stationery. They will also package the stationery, advertise it and conduct a sales campaign.

FOCAL POINT OF UNIT: Advertising and selling the stationery.

RESOURCES:

Examples of printed stationery will brought in, magazine, The American Artist, and field trips to The Mountain Advocate and/or American Greetings Company, Corbin.

CONSUMER EDUCATION OBJECTIVE: Deciding how many cards in a package and the price. Maybe study quantity and cost of other stationery.

CHARACTER EDUCATION OBJECTIVE: The students will learn that there is no profit in dishonesty.

METHODS OF EVALUATION: How well the stationery sells would be an indication of the effectiveness of the unit. A test over the unit and class discussion and participation will also be a factor in evaluation.

CAPTURE A CAREER IN ART

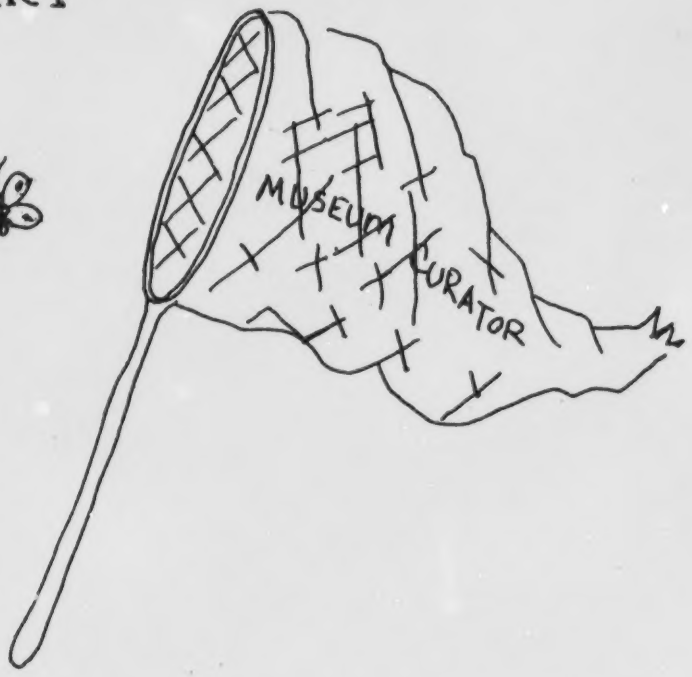
ART HISTORIAN

DESIGNER

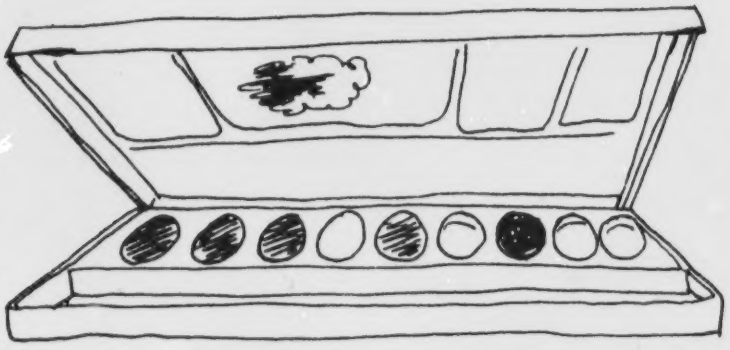
ILLUSTRATOR.

ARTIST

ARCHITECT.



THE COLORS OF FALL.



UNIT OUTLINE

SUBJECT AREA: Industrial Arts

CLUSTER: Construction

TITLE OF UNIT: Carpentry

UNIT OBJECTIVE: The students will be able to take a blue print of an object and figure the kind and amount of material that they need to buy and be able to build the object using carpentry tools. They will become aware of the careers in the field of carpentry and the advantages and disadvantages of these careers.

SUBJECT AREA OBJECTIVES:

Mechanics: The students will be able to recognize and use all carpentry tools and machines.

Drafting: The students will be able to recognize, read, and use a blue print of any object they may choose.

Math: The students will be able to use mathematical concepts to figure square feet, board feet, and angles. They will also learn to use the metric system in figuring.

English: The students will be able to define and correctly use twenty-five carpentry terms.

ACTIVITIES INCLUDED:

The students will do the following: Research concerning salaries skills, and education required for different carpentry careers; prepare a list of twenty-five carpentry terms; interview a person connected directly with carpentry; bring to class newspaper or magazine pictures and articles concerning carpentry; develop a set of blue prints and/or house plans and using these plans figure the amount of materials needed to complete the project; take a field trip to a cabinet shop or building site; visit a building supply store and check prices; and each student will build an item of his choice for display.

FOCAL POINT OF UNIT:

Display of items that were built by the students--including having parents in for open house.

RESOURCES:

Teaching the Industrial Arts, by Ericson and Seefeld, Stanley Filmstrips, Charts from Popular Mechanics, shop manuals and catalogs, carpenter, cabinet builder, or building supply salesman.

STAFF DEVELOPMENT OBJECTIVE: The teacher will do planning and research in order to be better prepared to teach a unit on carpentry.

CONSUMER EDUCATION OBJECTIVE: The students will be able to see the importance of knowing how to buy building materials and be able to look for better grades of materials.

CHARACTER EDUCATION OBJECTIVE: The students will be aware of the importance of being honest and trustworthy when building an item for someone else.

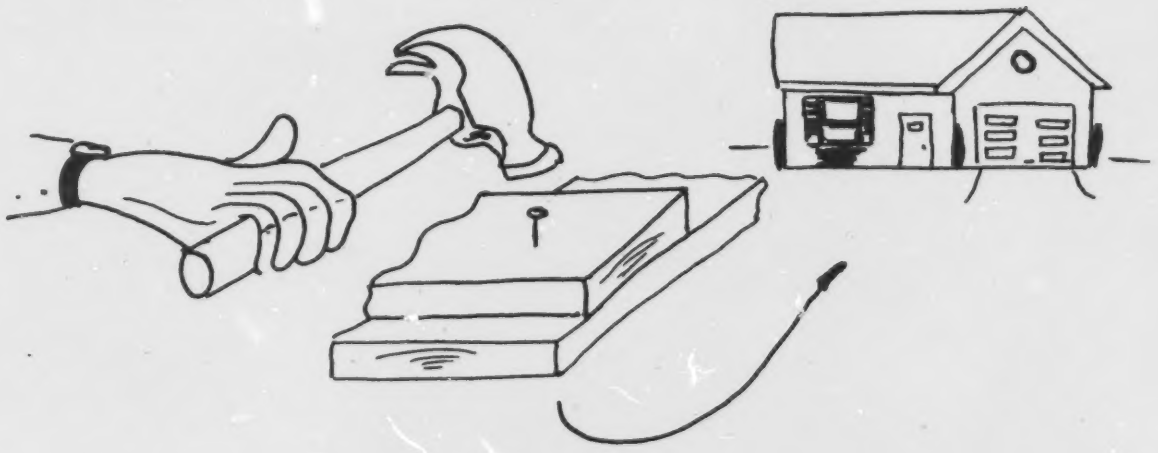
ENVIRONMENTAL EDUCATION OBJECTIVE: The students will see the importance of being careful not to destroy many natural resources such as trees and mountains.

ALCOHOL AND DRUGS EDUCATION OBJECTIVE: The students will learn the dangers of being drunk or on drugs when one is working on the cutting of lumber and building an item.

METHODS OF EVALUATION:

Evaluation of the display item each student makes, test on carpentry terms, class observation of students' participation and work on carpentry item.

CARPENTRY



UNIT OUTLINE

SUBJECT AREA: Home Economics

CLUSTER: Consumer Homemaking and Related Occupations

TITLE OF UNIT: Alterations as a Career

UNIT OBJECTIVE: Students will become aware of the opportunities in alterations. This unit will help the students build self-confidence in working with the public. Also, they will be able to utilize clothing at hand by making the necessary alterations rather than discarding wearable garments.

SUBJECT AREA OBJECTIVES:

Math: Learn to use systems of measurements. Relate the metric system of measurements and how it may help make measurements easier.

English: Communications skills will be expanded as newspapers and magazines will be used in learning about new styles. Proper descriptions will be of utmost importance in the final product.

Science: The use of different materials in various styles will be stressed. A discussion on natural fabrics and the new synthetics will enable the students to discover the importance of petroleum in making polyester fabrics.

ACTIVITIES INCLUDED:

Class discussions, field trips, research at the library on fashions of previous years, and role playing a situation where a customer is fitted for alterations. Students will also role play the sales person's role in the suggesting of alterations. Students will also remake an old garment.

FOCAL POINT OF UNIT:

Displaying or wearing the garment that the student has remade.

RESOURCES:

Local seamstress, alterationists, tailor, County Home Economist, and alterationist at Belks.

Materials: Bulletin board to include steps to proper alterations, text--Introduction to Home Economics, filmstrips, pamphlets from pattern companies, magazines, newspapers, and pattern books.

Community: Field trip to Belks, trips to various department and clothing stores to observe changes in clothing styles, sewing factory where an article of clothing is made on assembly line.

CONSUMER EDUCATION OBJECTIVE: Students will learn the value of remaking their wearable clothing. They will also become aware of the financial investment of buying good materials which will last for a longer period of time rather than lesser grades of materials. Long range usage of purchases will be emphasized over impulse buying.

CHARACTER EDUCATION OBJECTIVE: Personal values will be discussed throughout the unit. Long range objectives will be emphasized in planning one's wardrobe. Shoplifting and its influence on the price of goods will be discussed. How to make mature and knowledgable purchases will also be discussed.

ENVIRONMENTAL EDUCATION OBJECTIVE: A discussion of planned obsolescence in clothing will be discussed. How material for clothing is prepared and how it affects our natural resources will be emphasized. References as to how the cost of polyester material increases during a decrease of petroleum will be made. Proper disposing of non-usable garments will also be stressed.

ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will be made aware of problems caused by drug and alcohol usage while trying to work in the clothing industry. They will be encouraged to find a self-awareness so they will be able to meet the challenge of their positions and personalities rather than turn to drugs or alcohol.

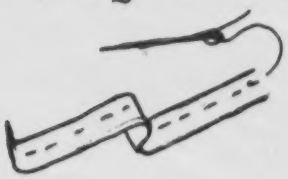
METHODS OF EVALUATION:

Students will be evaluated on their participation in interviews and class discussions. They will be required to bring an article of clothing from home and make the necessary alterations. These garments will be graded and displayed. Students will have the opportunity to prepare a bulletin board and be evaluated on its content and visual effect. A test over the steps in hemming and how to re-do wearable garments will also be part of the evaluation.

Students may also set up an alteration shop in the home economics class (for a period of one month) and charge fees. Fees will go toward the purchase of new sewing equipment.

ALTERATIONS

Pictures of various hem lengths.



sample of hem which has been faced and let out.

Pictures of different styles of darts and seams.

Sample of blouse altered to fitted style.

Examples of methods used to alter garments.

Other ways to update fashions (use pictures)
Dye, change buttons, trim, belt, and collars.

Building for the Future

ABILITY
BE ON TIME
CHARACTER
DEPENDABLE

UNIT OUTLINE

SUBJECT AREA: Music

CLUSTER: Fine Arts

TITLE OF UNIT: An Evaluation of the Significance of the Opera to the History of Music

UNIT OBJECTIVE: To acquaint students with the beginning of the opera and how its evolution has affected modern music in the popular and classic fields.

SUBJECT AREA OBJECTIVES:

English: In learning the various steps in producing an opera, the students will learn the importance of good sentence structure.

History: The students will learn how the opera is related to our historical heritage.

ACTIVITIES INCLUDED:

The students will sing portions of operatic roles and portions of roles from modern musicals, and they will sing parts from the opera's chorus and the musical's chorus. They will also take a field trip.

FOCAL POINT OF UNIT:

The actual trip to the K.O.A. production of "The Magic Flute" and the backstage visit as a culmination of an in-depth study of the opera.

RESOURCES:

Guide to the Opera, Max Wells', A History of Western Music; recordings of famous artists throughout the history of music who have sung major roles in the opera; K.O.A. posters; recordings of musicals produced by the Union Drama Department.

CONSUMER EDUCATION OBJECTIVES: Study the cost of production, the profits, and other financial aspects of the opera.

CHARACTER EDUCATION OBJECTIVES: The development of the student's mature appreciation for opera requires a student's ability to be open-minded about new and different musical material in an area that is normally "foreign" to his nature. Learning to be open-minded about anything new and naturally "foreign" to a person's nature is definitely a desirable character trait.

ENVIRONMENTAL EDUCATION OBJECTIVE: The K.O.A. production will be held in a building that was originally part of a hotel. The musical production at Union College will be held in a building that was once an old gymnasium. The SKFAA production will be held in a high school auditorium. The first two are examples of the conservation and renovation of old buildings for modern purposes. The third is an example of utilization of public school property for community purposes.

METHOD OF EVALUATION:

The students will write a paper on their field trip for evaluation. There will be class discussion and a written test for evaluation also.

UNIT OUTLINE

SUBJECT AREA: Biology

CLUSTER: Natural Resources and Environment

TITLE OF UNIT: Natural Resources and the Environment

UNIT OBJECTIVE: To familiarize the students with local careers that pertain to the natural resource and environmental industries and programs.

SUBJECT AREA OBJECTIVES:

Science: To study the effect of man's use of natural resources on the environment.

English: To practice in good writing techniques the preparation of reports and writing proposals.

Health: Compare the effect of various occupations on worker's health.

Business: Learn how to compute a cost-profit ratio.

Chemistry: Study the importance of quality control in all phases of industry.

Social Studies: Learn how to read topographical maps.

Math: Compute the amount of coal per acre, reclaimation costs, and fuel costs.

ACTIVITIES INCLUDED:

Field trips to one or more of the following: Water Plant, Union College Environmental Center, strip mine site, and a reclaimed site.

Role playing, making posters, making bulletin boards, and using the library to make reports.

FOCAL POINT OF UNIT:

Role playing with a model flood situation. Have students role play the participants, i.e. National Guard, police, firemen, gas and electric company representatives, individual citizens, Red Cross representative, and survivors.

RESOURCES:

Bulletin boards, posters, strip miner, Kentucky Fish and Game Warden, Sanitarian, State Forest Ranger, MESA representative, representative from gas company and one from electric company.

STAFF DEVELOPMENT OBJECTIVE: To provide a better working background in careers in associated industries, and to help develop a job-centered curriculum for the non-college bound student.

CONSUMER EDUCATION OBJECTIVE: The students will learn to cut consumer costs on goods and services by using natural resources wisely.

CHARACTER EDUCATION OBJECTIVE: To help the students develop their individual values and ideas of conservation through interviews and role playing as to how a person's values enters into the concept of environmental awareness.

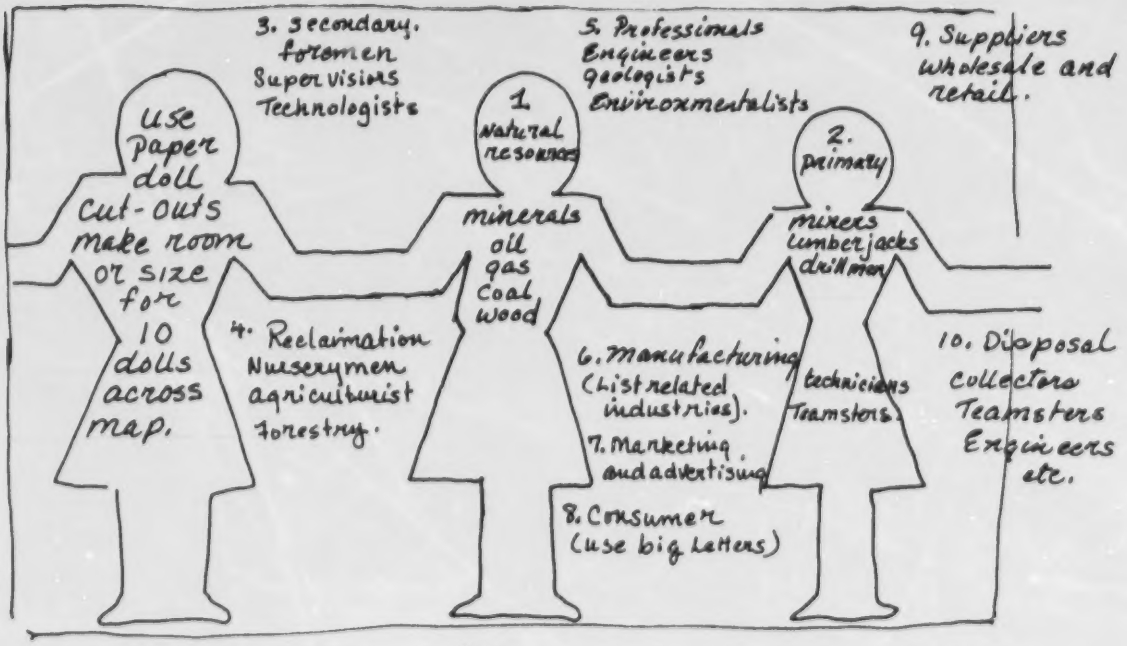
ENVIRONMENTAL EDUCATION OBJECTIVE: To present the topic of conservation as it relates to our own backyard. How we are affected by the positive and negative attitudes toward conservation. To help each student realize the importance of the world as his own living room. Introduce the concept of "It's a Small World After All."

ALCOHOL AND DRUG EDUCATION OBJECTIVE: The students will be made aware of the effects of the use of alcohol and drugs on the job, particularly in handling heavy equipment and getting along with fellow workers.

METHODS OF EVALUATION:

Students will be evaluated on participation, a report (which is to reflect their own interest), a quiz over material covered and a notebook which is to be kept by each student throughout the unit.

IT'S A SMALL WORLD


3. Secondary. foremen Supervisions Technologists
5. Professionals Engineers Geologists Environmentalists
9. Suppliers wholesale and retail.
Use paper doll Cut-outs make room or size for 10 dolls across map.
1. Natural resources
minerals oil gas Coal wood
2. primary
mixers lumberjacks drillmen
4. Reclaimation Nurserymen agriculturist forestry.
6. manufacturing (list related industries).
technicians Teamsters
10. Disposal collectors Teamsters Engineers etc.
7. Marketing and advertising
8. Consumer (use big letters)

UNIT OUTLINE

SUBJECT AREA: Distributive Education

CLUSTER: Business and Office

TITLE OF UNIT: Merchandising and Selling

UNIT OBJECTIVE: To teach the students marketable skills in merchandising and selling and how to deal with the public.

SUBJECT AREA OBJECTIVES:

Math: To teach them the mathematical skills needed to be effective sales personnel

Salesmanship: To teach students principles of salesmanship.

English: To teach the students so that they will be able to understand the relationship of good grammar to selling and to meeting the public.

ACTIVITIES INCLUDED:

Role playing, students giving sales demonstrations, working with cash register, calculators, advertising layouts, skits, and telephone techniques, and applying for a job.

FOCAL POINT OF UNIT:

Students do posters and display them in business places, build displays and do handicrafts for school displays. Open house with parents and community coming in to see work.

RESOURCES:

Banker, supermarket manager, department store manager, and manager of a fast food establishment.

Community: Field trips to bank, Elicon, Inc., National Standard, American Greetings Company, and National Cash Register.

Materials: Textbook, posters, filmstrips, magazines, play money, cash register, and electronic calculator.

STAFF DEVELOPMENT OBJECTIVE: To establish better school-community relations and communication.

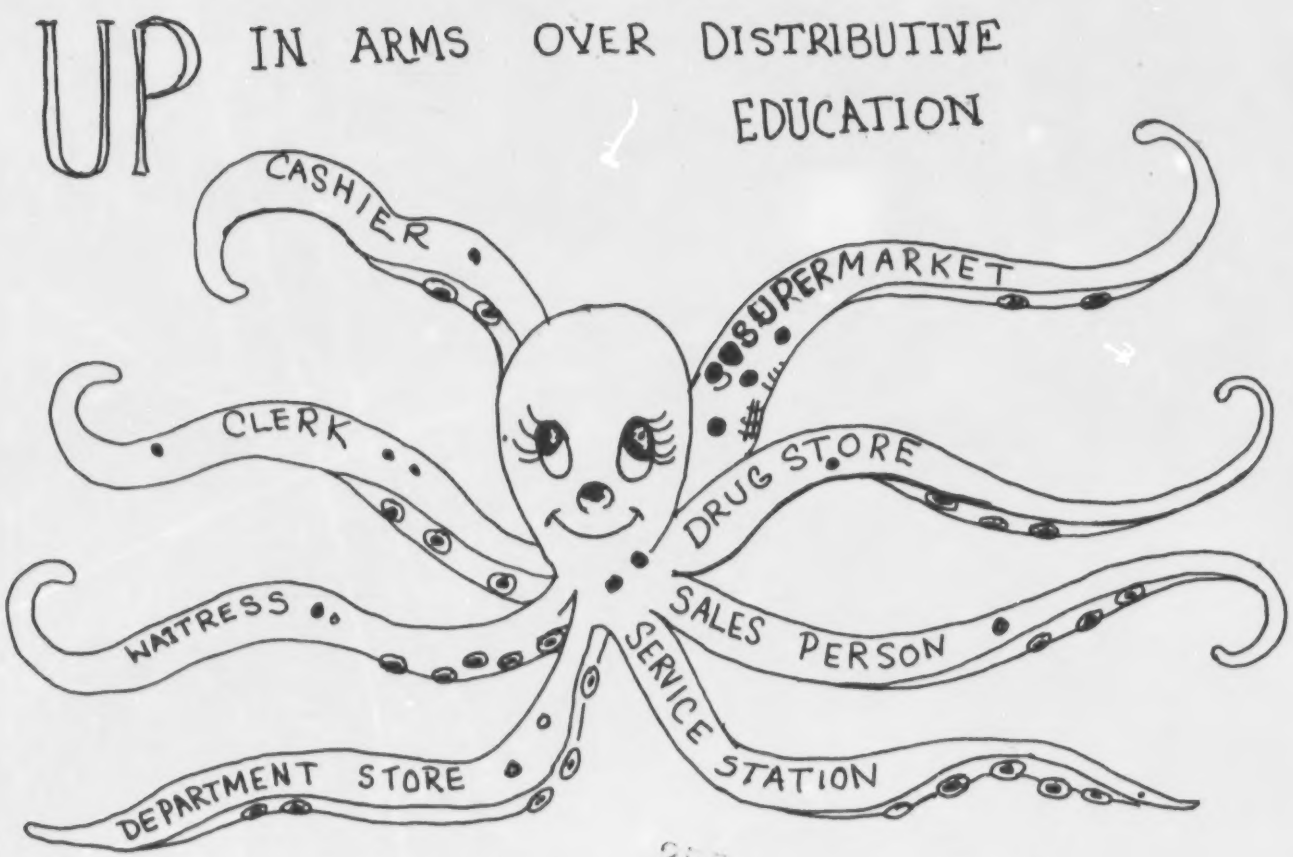
CONSUMER EDUCATION OBJECTIVE: To make students aware of selective selection.

CHARACTER EDUCATION OBJECTIVE: To instill in students a sense of responsibility, honesty, resourcefulness, integrity, initiative, and to teach them how to meet the challenges of life in a fair and honest way.

ENVIRONMENTAL EDUCATION OBJECTIVE: To teach students conservation of natural resources and to be conscious of the great need to conserve energy as there is a great need to conserve electricity, natural gas, coal and many other things in the school and in business.

METHODS OF EVALUATION:

Teacher evaluation by testing, observing, reactions and interest shown by students, interest shown by parents in their child's work and comments made by advisory people.



UNIT OUTLINE

SUBJECT AREA: English

CLUSTER: Communication and Media

TITLE OF UNIT: Improve Writing Skills by Building Your Vocabulary

UNIT OBJECTIVE: The students will learn to use a more varied and imaginative vocabulary to express their thoughts effectively in writing. They will learn the importance of effective communication, both oral and written, in getting and keeping a job.

SUBJECT AREA OBJECTIVES:

Creative Writing: Students will learn the importance of expressing themselves in order to advance in any field of endeavor.

ACTIVITIES INCLUDED:

Students will bring to class paragraphs from books or periodicals which seem to use words effectively. In brainstorming sessions students will make lists of groups of words that have similar but not exactly the same meaning. They will re-write poorly written paragraphs. Students will analyze paragraphs that they have written to determine why they did or did not convey a vivid picture. Play a game such as T.V.'s Hollywood Squares defining new words that have been added to their vocabulary and/or have students devise a special game to demonstrate what has been learned. Students will write paragraphs describing a picture from a magazine or newspaper. Paragraphs will be read to the class; then the picture will be presented. Class members will vote, deciding which student described his/her picture best.

FOCAL POINT OF UNIT:

Playing game and judging descriptive paragraphs.

RESOURCES:

Word Lists, dictionary, textbook, periodicals, posters, charts, games, and thesaurus.

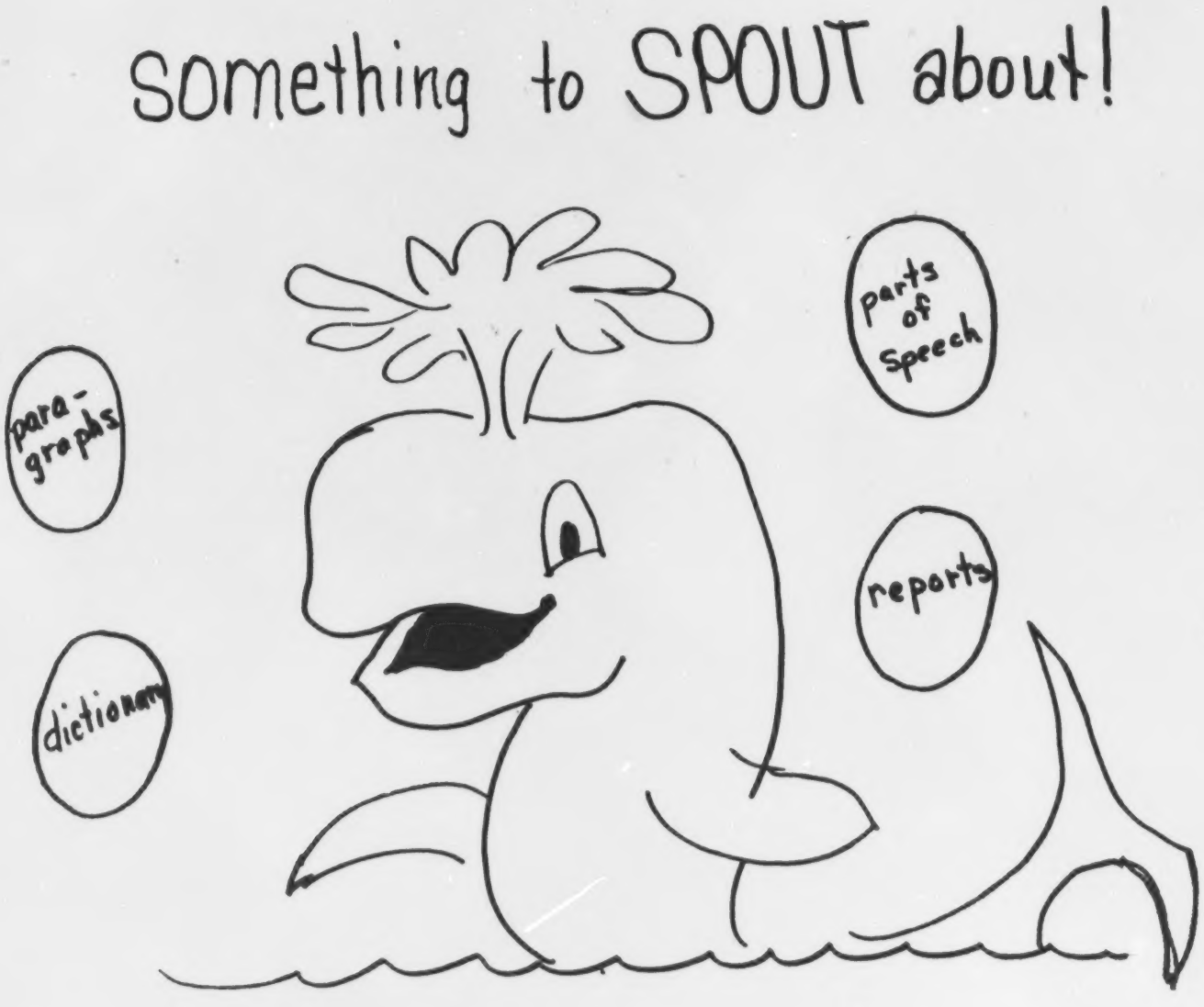
STAFF DEVELOPMENT OBJECTIVE: The teacher should do research and use imagination in doing this unit so that it will be exciting for the students who would normally think that a unit of this type is boring.

CHARACTER EDUCATION OBJECTIVE: Throughout the unit morals and values will be stressed, along with the importance of good citizenship.

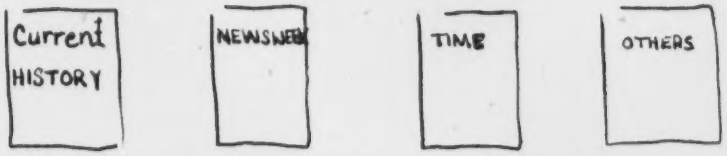
ALCOHOL AND DRUG EDUCATION OBJECTIVE: Students will learn that one cannot think or write clearly under the influence of alcohol or drugs and that drugs and alcohol have nothing but ill effects on communication.

METHOD OF EVALUATION:

Class participation, quizzes, writing effective paragraphs, and oral use of new vocabulary learned.

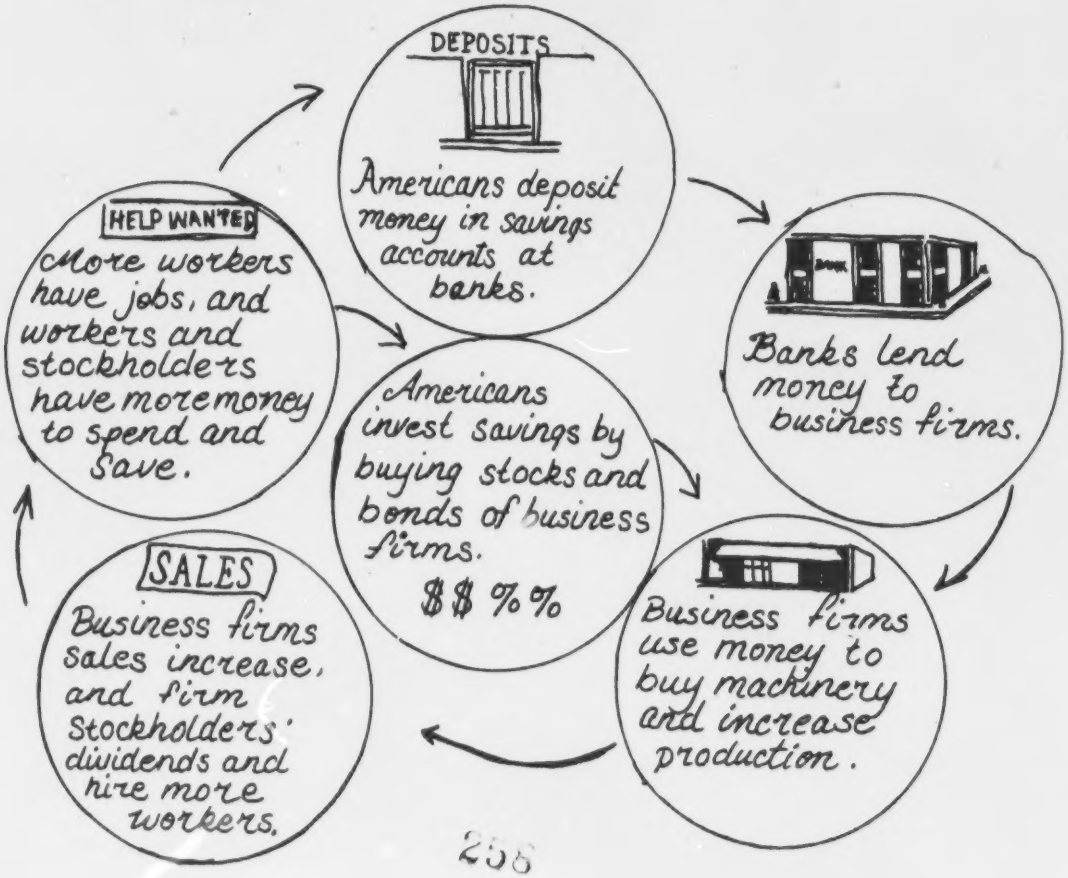


WORLD AFFAIRS ARE YOUR AFFAIRS

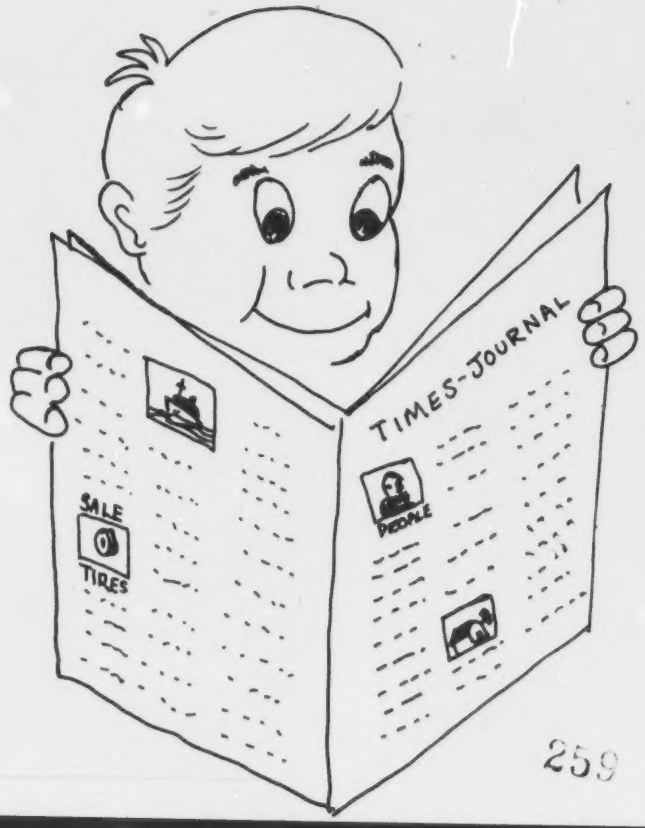


* use news magazines or their covers

SAVING KEEPS OUR NATION PROSPEROUS


DEPOSITS
Americans deposit money in savings accounts at banks.
Banks lend money to business firms.
Business firms use money to buy machinery and increase production.
Americans invest savings by buying stocks and bonds of business firms.
$$ %%
SALES
Business firms sales increase, and firm stockholders' dividends and hire more workers.
HELP WANTED
More workers have jobs, and workers and stockholders have more money to spend and save.

SAVE FOR A RAINY DAY



NEWSPAPER

editor
publisher
printer
reporter
distributor
deliverer
manager
artist
photographer

Careers in Sports

Dance your way into a career in Music

A SELECTED BIBLIOGRAPHY*

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Alcohol--Health and Control
Narcotics and Health
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Tobacco and Health
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Tobacco and Your Health
Alcohol and Your Health
Verneral Disease and Your Health
Drug Misuse and Your Health SVE*

Development of Drugs and Their Role. 2 F.S. 1 R.
Behind Your Physician Prescription
Drugs and Your Health SVE

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Uppers and Downers
Psychedelics: A Way to Travel?
Opiates: What are Narcotics?
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Coping with Others
Coping with Adults SVE

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- Files and Filing
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- Getting the Job and Keeping It
- Effective Business Correspondance
- Secretary as a Receptionist
- Proper Handling of Checks

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- Introduction
- Focus on People
- Focus on Data
- Focus on Things

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- Broadcast Technician
- Newspaper Reporter
- Automotive Mechanic
- Airline Cabin Attendant
- Long Haul Truck Driver

Group V
- Apprentice Tool and Die Maker
- Forge Shop Work: Hammer Smith
- Assembly Line Worker
- Steel Worker
- Structural Iron Worker
- Heavy Equipment Operator

Group IX
- The Mortician
- Cosmetology
- Professional Musician
- Talent Agent
- Barber--Stylist
- Commercial Artist

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- Applying for a Job
- Job Interviews
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In Training
Seeing the Whole Picture
Know-How and Your Future

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Freedom of Belief
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- Population Statistics
- Population Trenda
- Some Ecological Considerations
- Evolution and Extinction
- Pesticides
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- There's No Place Like Home
- Guess What's for Dinner
- Give and Take
- Right Neighborhood
- It's a Matter of Life or Death
- Change is the Name of the Game
- Man--Hero or Villain? New York: Scott Education

Managing the Family Affairs 12 FS 6 Cassettes
- Learning to Live Together
- New Home
- Budget Today
- Cash and Credit
- How to Shop
- "Just Sign Here"
- As the Family Grows
- Family and its Legal Rights
- Family and its Legal Responsibilities
- Protecting What the Family Has
- Family and the Community
- "Help! This is an Emergency"

Modern Consumer Education 5 Kits Tapes and Booklets
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- Product Safety
- Budgeting
- Use of Leisure Time
- Investments and Retirement Planning
- Ways to Shop
- Cars, Furniture and Appliances
- Protecting Health and Security
- Ways to Handle Money
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Energy--The Key to Man's Greatest Goals 8 FS

Group I
- An Introduction to Energy
- Radiant Energy
- Chemical Energy

Group II
- Electrical Energy
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- Energy--What Lies Ahead? SVE

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Modern Biology--Environment and Survival 4 FS 2 Cassettes
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- Life on Grasslands and Prairies SVE

Real Problems Facing Us 4 FS
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- Government and One Hundred Million People
- Humanity and the Need for Change Jamaica: Eye Gate House

Social Problems of Our Environment 6 FS
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- Poisons, Pills, Preservatives and Pressures
- Public Good and Eminent Domain
- "There Ought to be a Law"

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- Polluted Planet
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- Power Drain

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Your Chance to Live--Eight Parts on Disaster
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Analyses of Seven Hundred Prescreened Materials

Mitchell, Anita M. The Use of Media in Career Education. 1976. ERIC Document. Identifies and describes good career materials and establishes who can most effectively use it.

COMPILATION COMMITTEE

This manual was edited, illustrated, and compiled by the following:

Joyce Cole

Patsy Cole

Betty Gaddis

Edwin Goins

Nancy Hampton

Durscilla Higgins

Allie M. Mays

Yvonne Millward

Diane Mills

Gloria Ramsey

Lillie Mae Surgener